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ABSTRACT

The Rhode Island State Internship Program provides students with off-campus work experiences in State government offices that offer a taste of the real political world. It is felt that this permits them to make comparisons between their on-the-job experiences and those that are presented in textbooks. A unique feature of the Rhode Island program is its acceptance of both undergraduate and graduate students, along with carefully selected high school students. It is hoped that the program will help restore public confidence in the State government and that the program will develop into an avenue for the recruitment of State employees. (HS)

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ANNUAL REPORT
ON THE
STATE GOVERNMENT INTERNSHIP PROGRAM
1972

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Commission on
State Government Internships

HONORABLE ROBERT J. McKENNA
Chairman

Part I
Prepared by:
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Academic Advisory Committee

Part II
Basic Intern Program
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His Excellency
FRANK LICHT
Governor

Honorable
J. JOSEPH GARRAHY
Lieutenant Governor

Honorable
JOSEPH A. BEVILACQUA
Speaker of the House of Representatives

COVER: *Senator Matthew F. Callaghan, Jr., and Intern Margaret M. Loughran, Rhode Island College, discuss pending legislation.*

COVER PHOTOGRAPH:
David Lamontagne

CANDID PHOTOGRAPHS:
Oliver L. Thompson, Jr.

State of Rhode Island and Providence Plantations

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Commission on State Government Internships

Room 323 State House
Providence, Rhode Island 02903

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PROF. ELMER E. CORNWELL, JR., *Vice Chairman*
REP. LUCILLE A. LOVE, *Secretary*

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MR. DONALD F. SHEA

Honorable
ROBERT J. McKENNA
Chairman

To The Honorable, The General Assembly of the State of Rhode Island and Providence Plantations
State Capitol
Providence, Rhode Island 02903

This second edition of the Annual Report of the Rhode Island State Government Internship Program reviews the Intern Program from its Inception.

The Report presents the history of the intern program and the activities of the Commission. The program itself is a unique approach for we have interns at the graduate, under-graduate and high school level. For the past three years, the "Model Legislature" program has been integrated into the program.

The Commission wishes to thank all who contributed to the success of the program — the Governor, Lieutenant Governor, Legislators and the many speakers who participated in the seminars, and in particular, our gratitude to Dr. Victor L. Profughi of Rhode Island College for his effort as chairman of the Academic Advisory Committee and his editing of this report.

A special word of thanks is also extended to Mr. Oliver L. Thompson, Jr., who has most ably served as the administrative assistant on the Commission. His extensive experience and interest in the intern program has been one of the most important ingredients in its success.

We thank you for your past support and urge your continued interest.

Sincerely yours,

Robert J. McKenna

Robert J. McKenna
Chairman

RJM:glr
Enclosure

PREFACE

The American constitution outlines a cooperative partnership between the central government in Washington and the states. In recent years, however, the efforts of the national government frequently overshadow those of the states, even though the latter may be closer to the citizenry. Scholars too have tended to concentrate on the federal level and state governments frequently are put in the position of being more severely criticized than carefully analyzed; state governments and political leaders also are held in low esteem by the public.

The Rhode Island State Internship Program is dedicated to the conviction that a major step toward restoring public confidence in state affairs will be a link between the public and the state government. It assumes that as participating students of public affairs state government interns can help to provide this link while bringing a potential gap between the academic community and governmental administrators and decision makers. The program also presents a logical avenue for the recruitment of future state employees, and at least one intern has already entered government service. One poll of interns showed that approximately 50 percent indicated that they planned to become public servants or run for public office after graduation.

Under the general supervision of the Commission on State Government Internships, chaired by Rep. Robert J. McKenna, and including Prof. Elmer E. Cornwell, Jr. (Vice-Chairman), Rep. Lucille A. Love (Secretary), Sen Albert A. Cappelli, Mr. Arthur English, Sen. John P. Hawkins, Sen. Thomas H. Needham, Rep. Henry W. Pacheco, and Mr. Donald F. Shea, thirty-two students served as interns during the 1972 legislative session.

In pedagogic terms, students are provided with off campus work experiences that provide a taste of the real political world and this permits them to make comparisons between their on the job experiences and that which is presented in text books. The textal and experiential are seen as complimenting each other, not as antithical.

A unique feature of the program is its acceptance of both undergraduate and graduate students, along with carefully selected high school students. The cooperative effort is exciting and increasingly successful as members of the academic and governmental communties work together in a common endeavor, which is of mutual benefit.

Victor L. Profughi
Chairman
Academic Advisory Committee

I. HISTORICAL SKETCH

The earliest group discussion of a state internship program came at a luncheon meeting held at the University Club, in Providence February 9, 1967. Gathered were political scientists from several Rhode Island Colleges. Believing that Rhode Island's small size and compact area made the possibility of a coordinated program involving a consortium of colleges and agencies of state government.

Three months later, on May 11, the internship idea received the strong endorsement of the Eagleton Institute of Politics of Rutgers University in a report to the legislature in discussing legislative staff when the Report noted that rank and file legislators were without staff and in need of personal assistants. To help rectify this situation the Institute recommended the establishment of a college internship program designed to serve two functions: (A) provide staff assistance and (B) provide an opportunity for interested students to become involved in legislative service.[1]

The Legislative Council agreed to sponsor the program on an experimental basis and provided a measure of coordination in 1967 and 1968. In the early years Prof. Richard Alsfeld of Providence College was chosen by the Academic community to represent it in the selection of interns and coordination of program. In its first years of operation several deficiencies were apparent: a) selecting both satisfactory students and capable sponsors required the greatest care; b) mutual trust between the sponsor and his intern was an absolute requirement; c) it was evident that the Legislative Council, because of the heavy demands made upon the time of its limited staff by the normal operation of the legislature, was unable to provide the coordination which the program demanded.

Shortly after the 1968 elections, three political scientists — including Robert J. McKenna of Salve Regina College (who had been elected as a freshman representative from Newport), Victor L. Profughi of Rhode Island College, and Stephen Wood of the University of Rhode Island — met and agreed that if governmental support for the program could be obtained, the experiences should be continued although close liaison would have to be maintained between the legislature, the chairman of the academic community's committee, and the students. The program, as envisioned by these political scientists, would involve fewer than thirty-two students, and would eventually be legitimatized by legislation that would provide for funding through the avenue

[1] Eagleton Institute of Politics, *The Rhode Island Legislature.* (May, 1967), p. 1-25

Governor Frank Licht and Intern Dianne Taylor, Salve Regina College, discussing the report she is doing for the Governor.

Speaker Joseph A. Bevilacqua and Intern Mark Weiner, La-Salle Academy on the House Rostrom.

Minority Leader, Representative Frederick Lippitt and Intern Steven P. Erickson, University of Rhode Island, during House Session.

of a bi-partisan legislature commission consisting of three representatives and three senators. Recognizing that there would be a time lag between the introduction of a bill calling for the creation of a legislative intern commission and its passage, Lt. Governor J. Joseph Garrahy, in his capacity as President of the Senate agreed to aid in coordinating the program until a commission could be created and begin functioning. Together, Prof. Victor L. Profughi, academic coordinator, and Mr. Robert Perraglia, in behalf of the Lt. Governor, provided general supervision in 1969.

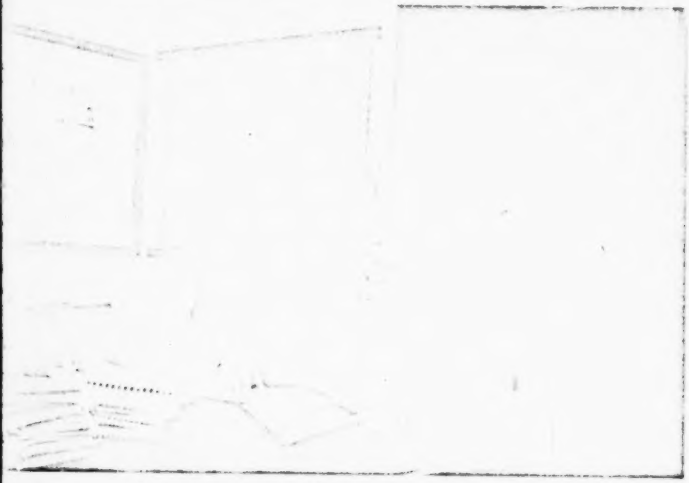
What had begun as a legislative internship was broadened to the other branches of government in 1969 when Governor Frank Licht urged the creation of a statewide internship program in his inaugural address. Legislation creating a bi-partisan State Government Internship Commission consisting of nine members (three appointed by the House Speaker, three by the President of the Senate, and three by the Governor), passed the House March 20th, and the Senate April 15th by voice votes, and was signed into law April 15th. A copy of the law is included as Appendix I.

Anticipating enactment of the legislation the 1969 internship program got underway at the end of February with three seminars with key figures in state government, including representatives of the legislative leadership, Legislative Council, and the Governor's office, as speakers. Several evaluation sessions were held, and a banquet for sponsors and interns concluded the year. In October, 1969, five additional interns were selected to have the first experience with the program when the legislature was not in session, and an additional seventeen participated during the 1970 session of the General Assembly.

The internship concept is hardly a new one for the field of political science. In the 1950's and early years of the present decade, various internship experiences at the national, state and local level were provided through the National Center for Education in Politics and its state and regional affiliates. Similarly, beginning with 1953, the American Political Science Association has annually provided intern opportunities in Washington, D.C. through its Congressional Fellowship Program. Also sponsored by the A.P.S.A. is a state and local internship program through which grants are awarded to selected universities with doctoral programs for the support of graduate internships in state and local politics. Both Congressional Fellowships and state and local internships and state and local internships are supported by Ford Foundation grants.

Just as the internship concept is not new nationally, it is also a familiar one in Rhode Island. Senator Claiborne Pell sponsors a program originated in 1961 through which Rhode Island college students spend a week in Washington, D.C. observing the operation of national

Intern Andrew R. Guzman, Brown University, and *Minority Leader, Senator J. William Corr, Jr.*, go over the Intern's research paper on the history and background of the Republican Party in Rhode Island.



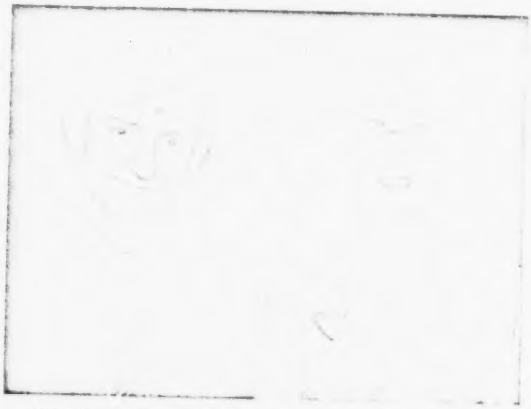
House Finance Director, William J. DeNuccio and Intern Daniel F. Harrington, Bryant College, research the State Budget.

Intern Jeffrey J. Teitz, Brown University and Representative *Robert J. McKenna*, Chairman of the Rhode Island State Government Internship Program, during a House session consider an act.

government, and since his election in 1967, Congressman Robert O. Tiernan has supported a program similar to that of Pell's. During his term of office Governor John H. Chafee, through an arrangement with the University of Rhode Island, placed student interns in his office.

While the idea of internships is not a new one, the Rhode Island State Internship program contains several unusual features: a) unlike most internship programs, the Rhode Island State Internship includes within its scope the legislative, executive, and judicial branches; b) although most interns are enrolled as undergraduate students in the colleges and universities of Rhode Island, graduate students have been appointed, and limited opportunities for high school student participation exist; c) intern selection, under the law, is placed in the hands of a steering committee consisting of one political scientist from each of Rhode Island's colleges and universities; d) the program is coordinated jointly by a knowledgeable employee and former member of the General Assembly, Oliver L. Thompson, Jr., and a cooperating faculty member who is sympathetic to the aims and objectives of the program. Presently, over two-thirds of the interns are being awarded credit by their institution for participation as interns. February, 1971, and February, 1972, each saw 30 students taking part in the program. Under the current 12 week program, the students spend two days a week working in state government offices. In addition, they attend seminars each Monday afternoon. To date a total of 94 students have taken part.

Representative Louis M. Richards and Intern Carmen Maria DiPetrillo, (daughter of Deputy Minority Leader, Representative Carmine DiPetrillo) Lincoln School, in House Lounge prior to Session.



Dr. Victor F. Profughi, Chairman of Intern Academic Committee, *Interns Margaret M. Loughran,* Rhode Island College, during Seminar Meeting.

II. THE INTERNSHIP PROGRAM

Characteristics of the Internship Rrogram

In legal terms it is suggested that the Internship Program has as its objectives: (1) providing a link between the public and state government; (2) opening a channel for the potential recruitment of personnel for state government employment; (3) supplementing college and university course offerings in state and local government; (4) enabling students to devolp a knowledge of the structure and procedure of state government; and (5) helping to meet research and staffing needs of individual legislators and executive offices. To realize these objectives key members of the Legislature and Executive must be willing to sponsor, orient, expose and utilize interns.

Cooperating sponsors in 1972 included twelve members of the Legislature—seven members of the House and five Senators; the Governor's office; the office of the Lt. Governor; four Executive agencies; the Attorney

Oliver L. Thompson, Jr., Administrative Assistant to Intern Program and *Intern Michael Chernick,* Hope High School during a Senate Session.

Judge William R. Goldberg, Associate Justice, Family Court, discusses a point of law with Intern Michael J. Revens of Roger Williams College.

Intern Peter G. Armstrong of Rhode Island College discusses a research project with Judge Jacob J. Alprin, Family Court, in his chambers.

Interns Donald E. Mitchell, Jr. and Paul M. Riley, University of Rhode Island, with lecturer Arthur English, Instructor at Brown University and Bryant College.

General; the House Fiscal Staff; the Superior and Family Courts, and the League of Cities and Towns. A complete list of the 1972 sponsors is included in Appendix II.

Willingness to sponsor interns is a vital first step toward meeting the program's objectives, but success also demands that sponsors be willing to expose students to the process of government both as observers and participants. By the end of 1970, interns had gained admittance to many committee meetings in both houses. Access to the Senate Democratic caucus also existed, while Republicans admitted interns assigned to members of the Minority to their caucuses in both chambers. Only the Democratic House caucus continues to bar admittance to interns sponsored by party members. Thus, opportunities for observation in key decision making areas have expanded substantially in the program's two years of operation.

Looking beyond the formal aspects, Miriam Beth Furman, a 1972 intern while still in high school, provides this cogent description:

> Combine the opportunity to steadily observe the legislature in action with on the scene—at the minute work experiences, blend informative seminars on Rhode Island politics, and the resulting concoction is the State Government Internship Program.

Bipartisanship has been an integral aspect of the program from the outset. Among the sponsors of the legislation creating the program were 47 Democrats and 14 Republicans, including both the majority and minority party leaders in the House. The program is administered by a bipartisan commission of nine members with three commission members appointed from the House by its Speaker, and a similar number selected from the Senate by the Lt. Governor. The final three are appointed by the Governor. The law also provides that of the three selected in each Chamber, no more than two may be members of the same political party.[2] Another indication of bipartisanship in the operation is the program's continuous support from the Democratic Governor and Lt. Governor, as well as the majority and minority leadership in both Houses.

The 1972 interns were chosen from the campuses of all colleges within the state with the final thirty-three persons coming from eight of the institutions. Students from five area high schools also took part. The "typical" intern was a junior and Political Science major; however, the undergraduate interns included a wide range of students from freshman to seniors with majors from the Social Sciences to Speech. In academic terms, the 1972 interns tended to hold a 3.2 average on a 4.0

[2] General Laws of Rhode Island, 42-47-1

scale, and as a group they had more political science background than previous groups.

Interns are chosen by members of the faculties of Rhode Island colleges and universities. In specific terms the law provides, "The Academic Committee shall elect a number of students . . . to serve as state government interns."[3] The Rhode Island consortium includes Barrington College, Brown University, Bryant College, Johnson and Wales College, Mt. St. Joseph College, Providence College, Rhode Island College, Rhode Island Junior, College, Roger Williams College, Salve Regina College, and the University of Rhode Island. Members of the Academic Advisory Committee in 1972 were Victor L. Profughi, Chairman (Rhode Island College), Richard Alsfeld (Providence College), Allan Arcuri (Bryant), James Essex (Rhode Island Junior), Elmer Cornwell (Brown), McKendree Langley (Barrington), Robert McKenna (Salve Regina), Frank Mancini (Roger Williams), Dean of the Faculty (School of Design), Kenneth Short (Johnson and Wales), Gail Wheelock (Mt. St. Joseph), and Steven Wood (University of Rhode Island).

Applications are made available through the various college political science faculties in December with final selection coming from the Academic Committee in early February. Appointments are made on the basis of demonstrated interest in, and commitment to, the study of state government and previous involvement and experience in community affairs.

The internship is viewed as an extension of the classroom and is seen as complimenting and building upon the educational opportunities available on campuses. Experiences occur under the joint supervision of a member of the academic community (the Chairman of the Academic Advisory Committee) and the Administrative Assistant of the Joint Committee on Legislative Affairs. The weekly coordinating seminar in which qualified faculty members, legislators, and representatives of the executive agencies and the mass media participate, becomes a key integrating experience. The seminar brings these people together to exchange views and systematically analyze specific problems in state government with the interns. Reading assignments are made keyed to each of the seminar topics, and a book of readings on Rhode Island politics and governments containing material especially prepared for the program is given to each intern. Each intern is also asked to prepare a paper evaluating the internship experience and incorporate into the work an analysis of [redacted] aspect of state government with which the person has become acquainted as a result of the internship. Appendix III contains additional information on this aspect of the program including the names of all guest lecturers, an outline of seminar topics

[3] General Laws of Rhode Island, 42-47-5

Interns Alan Chorney, University of Rhode Island; Bella Marie Goes, Salve Regina College; Andrew R. Guzman, Brown University with lecturer Dr. Jay Goodman, Department of Political Science, Wheaton College.

Interns Jeffrey S. Shinn, Emile Benoit, Richard A. Johnson, all of Brown University with lecturer, Edwin C. Brown, Secretary of AFL-CIO.

John J. Kilduff, Executive Director Governor's Committee on Crime, with Intern Paul M. Riley, University of Rhode Island.

Eleanor Slater, Administrator, Division of Aging, Department of Community Affairs, and Intern Jeanne C. Petrarca, Rhode Island College.

Judge Joseph R. Weisberger, Associate Justice, Superior Court, and Intern Emilie Benoit, Brown University in Judge Weisberger's Chambers.

Intern Antonia Levine, Brown University, Anthony Natale, URI, Carmen M. DiPetrillo, Lincoln School. and lecturer Paul T. Hicks, Executive Director Rhode Island Petroleum Association.

and readings, and a list of topics discussed in the 1972 papers.

Currently, academic credit may be awarded to participants from Barrington College, Bryant College, Brown University, Rhode Island College, Rhode Island Junior College, Roger Williams College, Salve Regina College, and the University of Rhode Island. The amount of credit provided is determined by each cooperating institution according to local institutional policies.

Prior to 1972 the program had been funded by appropriations provided by the General Assembly. This year, however, fiscal restraints and budget austerity led the Assembly to remove the commission's annual appropriation from the Governor's Budget. Through the office of Governor Frank Licht, the Internship Commission applied for, and received, a $6,000 demonstration grant from the New England Regional Commission. Most of the funds are used to help meet traveling expenses, an especially acute problem for students enrolled at Salve Regina, the University of Rhode Island, Roger Williams and Mount St. Joseph. Interns are awarded a $100 stipend for their 12 weeks of participation. A grant obtained from the United States Office of Education, through Rhode Island College's Bureau of Social and Educational Services, is used to provide honoraria and expenses for guest lecturers taking part in the Monday afternoon seminars. Instructional materials are also made available through the grant.

The Rhode Island State Internship Program is unique in providing internship opportunities for graduate and undergraduate, and high school students in the state government operation. Students are also involved in executive, legislative, and judicial assignments, and the effort enjoys the support of key members of both political parties.

Not only does the program bring governmental leaders and undergraduate students together, but through the vehicle of an academic selection committee, the Political Science faculties of Rhode Island colleges and universities also are intimately involved in the program. Interns are selected by the academic community, and the Chairman of the selection committee serves as a liaison between the sponsoring agencies, the interns, and the institutions from which the interns have been selected Thus, a three-way partnership among state government, student, and academic community exists.

Original deficiencies though not completely eliminated, are being reduced, and intern response to the program is overwhelmingly favorable. Sponsor evaluation, although more sporadic is also positive. In 1972, for the first time, more internship opportunities existed than there were interns to fill them and an indication of the program's success. In its early years sponsors had to be sought, and now there are too many to be accommodated. Select-

ing appropriate interns, once a problem, is no longer a major concern as carefully preliminary screening on the campuses brings a well qualified group of interns each year.

The 1972 internship group presented new situation, however, with its quite diverse background ranging from high school seniors through college political science majors. The abilities and needs of these two types of students are quite different and suggests that in the future the group might be divided on the basis of experience and background. Perhaps the program has matured to the point that a two tiered approach is in order with one level stressing observation, description, and limited participation, while the other emphasizes analysis and research.

The weekly seminar, which originally seemed to pit students against the guests, now operates in a format stressing the exchange of information. Here two changes may be in order and once more the two tiered approach merits consideration. Although there was far from universal agreement on the point, many of the 1972 interns expressed the feeling that the seminars should provide more opportunity for intern involvement and should play down lecturing. These suggestions do have considerable merit. It would also be beneficial for Rhode Island College to provide released time for the coordination of the program, rather than expect the coordinator to give time on a purely volunteer basis. Such an important and time consuming task should not rest on the good will of the persons involved.

Rhode Island's program is not perfect. It has, however, come a long way since its beginning a few years ago. Presently it is attracting many of the brightest young men and women on the state's college campuses, and many of Rhode Island's dedicated public servants are agreeing to work closely with the interns as cooperating sponsors. The future looks bright as the measure of commonality continues to grow between government officials, student, and academic.

Kevin Coleman, Director, Department of Administration, and Intern Bella Maria Goes, Salve Regina College, signing administrative proclamation.

Intern Jeffrey S. Shinn, Brown University, and Attorney General Richard J. Israel.

APPENDIX I

EXPLANATION

AN ACT PROVIDING FOR A STATE GOVERNMENT INTERNSHIP PROGRAM AND IN AMENDMENT OF AND IN ADDITION TO TITLE 42 OF THE GENERAL LAWS ENTITLED "STATE AFFAIRS AND GOVERNMENT" AND CREATING A COMMISSION ON STATE GOVERNMENT INTERNS, AND MAKING AN APPROPRIATION THEREFORE.

Intern Michael Revens participating in court proceedings in Judge William R. Goldberg's Court.

Intern Peter G. Armstrong of Rhode Island College with Judge Jacob Alprin, Family Court.

Student Interns Monday sessions.

It is enacted by the General Assembly as follows:

Section I. Title 42 of the General Laws entitled "State Affairs and Government" is hereby amended by adding thereto the following chapter:

"CHAPTER 47
"COMMISSION ON STATE GOVERNMENT INTERNSHIPS

"42-47-1. *Composition.* There is hereby created a commission on state government interns to consist of nine (9) members, three (3) of whom shall be from the house of representatives to be appointed by the speaker, not more than two (2) of whom shall be from the same political party; three (3) of whom shall be from the senate to be appointed by the Lieutenant Governor, not more than two (2) of whom shall be from the same political party, and three (3) to be appointed by the governor. Vacancies shall be filled in like manner as the original appointments. The legislative members of said commission shall serve so long as they shall remain members of the house from which they were appointed and until their successors are duly appointed and qualified, and the remaining members shall serve at the pleasure of the governor.

"42-47-2. *Purpose of intern program.* — The purpose of the state government intern program shall be to enable students and young persons to develop a knowledge of the structure and procedure of the state government in order to encourage them to take an active part in the civic life of the state and to further encourage them to enter government service.

"42-47-3. *Selection of officers.* Upon organization of the commission, by majority vote, one of their members shall be chosen as secretary.

"42-47-4. *Place of meeting — Quorum.* — The Director of Administration shall provide adequate space in the State House for the use of the commission; provided, however, that said commission may conduct hearings and hold meetings elsewhere when doing so will better serve its purposes. A majority in number of said ocmmission shall be necessary to constitute a quorum for the transaction of business.

"42-47-5. *Duties.* — It shall be the duty of the commission to cooperate with an academic committee on interns consisting of one member from each of the political science departments of the colleges and universities in the state, in accordance with the recommendations of the heads of such departments. The academic committee shall select a number of students from the various colleges and universities in the state as designated by the commission, to serve as state government interns, and said commission shall make such assignments to governmental agencies ,subject to approval of the Governor and the presiding officers of the House of

Representatives and Senate, as pertains to their respective jurisdictions. The commission shall also establish a program for said interns to be followed during the course of their internship.

"42-47-6. *Expenses.* The General Assembly shall annually appropriate such sums as they deem sufficient for the payment of necessary expenses of the commission and for payment of such stipends of the interns as the commission deems appropriate; and the commission may engage such clerical, technical and other assistance as it may deem necessary to accomplish its purposes.

"42-47-7. *Aid to special committee.* — The commission shall be empowered to apply for and receive from any federal, state or local agency, private foundation or from any individual, any grants, appropriations or gifts in order to carry out the purposes of the intern porgram.

This bill provides for a commission of nine (9) members whose purpose is to establish and oversee the operation of a state government internship program.

Interns will be selected by an academic committee, but assignments to the various agencies of government will be made by the Commission.

Funds are appropriated for fiscal years 1969 and 1970 to permit payment of necessary clerical and other expenses of the Commission, and to provide for payment of nominal stipends to the interns.

SPONSORS – INTERNSHIP PROGRAM – 1972

EXECUTIVE BRANCH

Governor Frank Licht
Lt. Governor J. Joseph Garrahy
Attorney General Richard J. Israel
Fred Burke, Commissioner of Education
Dr. Joseph E. Cannon, Director, Department of Health
Kevin K. Coleman, Executive Director, Department of Administration
Jack Kilduff, Governor's Crime Commission
Frederick C. Williamson, Director, Department of Community Affairs

LEGISLATIVE BRANCH

Senator Harold C. Acaro, Jr.
Senator Matthew Colleghan, Jr.
Senator S. William Corr, Jr.
Senator Louis H. Pastore, Jr.
Senator Frank Sgambato
Speaker Joseph A. Bevilacquia
Representative Frederick Lippitt
Representative Robert J. McKenna
Representative George F. McDonald
Representative Frank L. Nunes
Representative Walter A. Quinn, Jr.
Representative Louis M. Richards
William J. DeNuccio, Fiscal Advisor, House Finance Committee

JUDICIAL BRANCH

Honorable Jacob Alprin, Family Court
Honorable Joseph R. Weisberger, Superior Court
Honorable William R. Goldberg, Family Court

Judge Joseph R. Weisberger, Associate Justice Superior Court and Intern Emilie Benoit, Brown University, in Court.

Monday session — lecturers Edwin C. Brown, AFL-CIO; Dr. Jay Goodman, Department of Political Science, Wheaton College; Paul T. Hicks, Director of Rhode Island Petroleum Association, discussing "The Need and Effectiveness of the Lobbyist."

Associate Justice Thomas F. Kelleher, Rhode Island Supreme Court, lecturing on the Court system. Fellow lecturers on the Judicial system, Robert L. Gammell, Assistant Attorney General; Professor Alan Arcuri, Bryant College; Dr. Victor Profughi, Rhode Island College.

APPENDIX II

RHODE ISLAND STATE INTERNSHIP PROGRAM
SEMINAR OUTLINE, TOPICS AND READINGS
1972

Intern Mirium Beth Furman, Pilgrim High School, and Lt. Governor J. Joseph Garrahy on the Senate Rostrum.

Senator William C. Fecteau, Jr., Deputy Majority Leader, Senate, and Intern Anthony J. Natale University of Rhode Island on Senate floor.

I. Reception and Meeting of Interns and Sponsors

II. Introductory Seminar

III. Background and History of Politics in the State
Readings: Cornwell, Elmer E., "Politics and Participation in Rhode Island in the Year 1975." *Symposium: Rhode Island*: 1975; pp. 69-79.
Cornwell, Elmer E. *et. al., The Rhode Island General Assembly.*, pp. 1-7 last full paragraph pp. 133-141. Lockard, Duane, *New England State Politics*, chs. 7-8.

IV. News Media and State Government
Readings: Cornwell, Elmer E., *et. al., op. cit.*, pp. 151-166. Dunn, Delmer D., *Public Officials and the Press*, chs. 4-5.

V. State Legislatures and Legislators
15-76.
Readings: Cornwell, Elmer E., *et. al., op. cit.*, pp. 15-76.

VI. Legislative Influentials
Readings: Cornwell, Elmer E., *Ibid.*, pp. 77-98, 116-133.

VII. Research and Bill Drafting
Readings: Rhode Island Legislative Council, Legislatures and Legislative Councils, entire.

VIII. Legislative Apportionment
Readings: Cornwell, Elmer E., *Ibid.*, pp. 8-10 *Representation and Apportionment*, pp. 38-44.

IX. A. Finance
Readings: Cornwell, Elmer E., *et. al., op. cit.*, pp. 99-110.
B. Governor
Readings: Cornwell, Elmer E., *Ibid.*, pp. 10-14, 110-115. Herzberg, Donald G. and Jess Unruh, Essays on the State Legislative Process, pp. 68-76.

X. Lobbyist and Labor Relations
Readings: Cornwell, Elmer E., *et. al., op. cit.*, pp. 142-151. Zeigler, Harmon and Michael Baer, *Lobbying*: Interaction and Influence in American State Legislatures, pp. 81-105, 162-197.

XI. Justice and the Judiciary
Readings: Jacob, Herbert, "The Effect of Institutional Differences in the Recruitment Process: The Case of the State Judges," *Journal of Public Law*, XIII,; pp. 104-119.

XII. Closing Session
Readings: Herzberg, Donald G. and Jess Unruh, *op. cit.* pp. 14-26, 103-111.

APPENDIX III

INTEGRATING SEMINARS
RESOURCE PERSONS 1970-72

Professor Allan Arcuri, Dept. of Social Sciences, Bryant College
Honorable Joseph A. Bevilacqua, Speaker, House of Representatives
Mr. Edwin C. Brown, Executive Secretary, Rhode Island AFL-CIO
Mr. David D. Bouchard, Director of Legislative Press Bureau
Mr. Americo Campanella, Rhode Island Attorney General's Office
Professor Elmer E. Cornwell, Brown University
Honorable C. George DeStefano former Senator and former Republican State Chairman
Mr. William J. DeNuccio, Fiscal Advisor, House Finance Committee
Professor Arthur English, Bryant College
Professor James Essex, Rhode Island Jr. College
Honorable Aldo Freda, House of Representatives, Deputy Majority Leader
Honorable J. Joseph Garrahy, Lt. Governor
Mr. Richard Gammell, Attorney General's Office
Professor Jay Goodman, Chairman Dept. of Political Science, Wheaton College
Mr. John Hackett, State House Reporter, Journal Bulletin
Mr. Maurice W. Hendel, Law Revision Assistant, Office of the Secretary of State
Mr. Paul T. Hicks, Executive Director, Rhode Island Petroleum Association
Honorable John J. Hogan, Chairman, former House Finance Committee and former Chairman, Democratic State Committee
Professor Douglas R. Irvine, Rhode Island College
Honorable Richard J. Israel, Attorney General
Honorable Samuel C. Kagan, Deputy House Majority Leader
Honorable Thomas Kelleher, State Supreme Court
Professor Soi Lebovitz, Dean of Graduate Studies, Bryant College
Honorable Frank Licht, Governor
Honorable Frederick Lippitt, House Miniority Leader
Mr. Peter J. McGinn, Rhode Island Chamber of Commerce
Mr. Harry McKenna, News Director, WEAN
Honorable Robert McKenna, Chairman, State Internship Commission
Honorable Julius C. Michaelson, Deputy Senate Majority Leader
Professor Peter Moore, Rhode Island College
Mr. Angelo A. Mosca, Director, Legislative Council
Honorable Thomas H. Needham, Deputy Senate Minority Leader

Intern Margaret M. Loughran, Rhode Island College, and Thomas Keeling, Principal, Rhode Island School for Boys, discuss her project.

Intern Donald E. Mitchell, Jr., Rhode Island College and sponsor Joseph McDevitt, Director, of Rhode Island League of Cities and Towns.

Intern Linda M. Durfee, Brown University, and Representative Frank L. Nunes discuss legislation on the floor the House.

Student Interns Monday sessions.

Sponsor Representative Walter A. Quinn, Jr., and Intern Meredeth L. Bell, Providence College, in the House Chambers.

Mr. Arthur Norwalk, WJAR-TV
Mr. David Ogle, Director, Connecticut Legislative Staff Services
Mr. Gus Sao Bento, Director of Research, Legislative Council
Honorable John J. Skiffington, Jr., House Majority Leader
Honorable Frank Sgambato, Senate Majority Leader
Honorable J. William Corr, Jr., Senate Minority Leader
Honorable Joseph P. Thibaudeau, Deputy House Speaker
Professor Jack Thompson, University of Rhode Island
Honorable Anthony P. Travisono, Director, Department of Corrections
Profesor Stephen Wood, University of Rhode Island
Dr. Victor L. Profughi, Rhode Island College
Honorable Oliver L. Thompson, Jr., Administrative Assistant Legislative Affairs and former Legislator

APPENDIX IV

1972 INTERNS

UNIVERSITY OF RHODE ISLAND

Alan D. Chorney—Governor Licht's Office
Stephen P. Erickson—Rep. Frederick Lippitt, R-Providence, House Minority Leader
Joanne E. Mattiace—Sen. Louis H. Pastore, Jr., D-Providence
Vincent P. Migliore—Sen. Harold C. Arcaro, Jr., D-Providence
Anthony J. Natale—Sen. Frank Sgambato, D-North Providence, Majority Leader
Paul M. Riley—Jack Kilduff, Governor's Crime Commission

RHODE ISLAND COLLEGE

Peter G. Armstrong—Judge Jacob Alprin, Family Court
Katherine P. Buckley—Office of Lt. Governor J. Joseph Garrahy
Margaret M. Loughran—Sen. Matthew F. Callaghan, Jr., D-Providence
Donald E. Mitchell, Jr.—League of Cities and Towns
Jean C. Petrarca—Frederick C. Williamson, Director, Department of Community Affairs
Sandford Trachtenberg—Governor Licht's Office

RHODE ISLAND JUNIOR COLLEGE

Vincent J. Amitrano, Jr.—Internship Staff

BROWN UNIVERSITY

Emilie Benoit—Judge Joseph R. Weisberger, Superior Court
Linda M. Durfee—Rep. Frank L. Nunes, R-Middletown
Andrew R. Guzman—Sen. J. William Corr, Jr., R-East Greenwich, Minority Leader

Richard A. Johnson—Joseph A. Thibeault, Education Department, community relations officer

Antonia Levine—Rep. George F. McDonald, D-Cranston, Chairman, Rhode Island Bicentennial Observance Com.

Jeffrey S. Shinn—Research Director, Attorney General's Department

Jeffrey J. Teitz—Rep. Robert J. McKenna, D-Newport

PROVIDENCE COLLEGE

Meredith L. Bell—Rep. Walter A. Quinn, Jr., D-Prov.

SALVE REGINA COLLEGE

Linda Amoriggo—Department of Health

Bella Marie Goes—Director, Department of Admin.

Marlene Anne Johnston—Education Department, community relations officer

Diane Taylor—Governor Licht's Office

BRYANT COLLEGE

Daniel F. Harrington—Fiscal Adviser to House Finance Committee

ROGER WILLIAMS COLLEGE

Michael J. Revens—Judge William R. Goldberg, Family Court

HIGH SCHOOL STUDENTS

Carmen M. DiPetrillo—Rep. Louis M. Richards, D-Coventry

Mark Weiner—Office of House Speaker Joseph A. Bevilacqua, D-Providence

Miriam Beth Furman—Office of Lt. Governor J. Joseph Garrahy

Michael Chernick—Internship Staff

Intern Katherine P. Buckley and Lt. overnor J. Joseph Garraky go over her research project.

Intern Sanford Trachtenberg, Brown University and Joseph DeAngelis, Governor's Staff, discuss research project.

BASIC INTERN PROGRAM

STATE OF RHODE ISLAND

Written and Compiled by
Hon. Oliver L. Thompson, Jr.
Administrative Assistant

COMMENTS BY THE AUTHOR

In presenting this basic plan for internships, the author makes no claim to exclusiveness for some of the ideas have been taken from the best of existing plans, but perhaps it is presented in a little different manner and to this the author has added some of his own ideas and thoughts. It does however, present a basis upon which a plan may be built tailored to a given local situation.

Oliver L. Thompson, Jr.

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INTRODUCTION

The American state legislature has in recent years come under the increasingly severe criticism and scrutiny from journalists, scholars, and the general public. In the spirit of the "muckrakers" of the early 20th century many of these observers seek only to reveal corruption in the state house or to weaken public confidence in representative government. More sober observers, many sponsored by civic or legislative study groups have worked for legislative reform and the need to raise standards of legislative performance. Proposals for increased compensation for members, professional staffing of key committees, streamlining of procedures, electronic voting devices, and tighter controls over lobbying and political finance, have resulted from these studies. To say that the State of Rhode Island and its General Assembly are exempt from these judgements and these problems would be foolish. Indeed, most legislators are keenly aware of the need to improve the image of the elected public servant and practitioner of politics.

Spurred by the revolution in representation which followed the decisions of the United States Supreme Court on apportionment, many state legislatures already have a "new look." The election of many freshman members anxious to be effective is one important source of support for change in the legislative process. Veteran legislators are seeing, too, that reforms once considered hopeless and impractical are now politically possible and may strengthen their own role as members and leaders.

A vital link between the public and the member of the legislature is the participating student of public affairs, the intern. He can do a great deal to promote understanding and to clarify knotty problems and issues confronting the State Government, the General Assembly and its members. Members of Congress have in recent years warmly accepted national intern programs designed for students of political science, promising journalists, and law students. These have been sponsored by the American Political Science Association and with support from the Ford Foundation. On smaller scale, but equally important, a legislative intern program for Rhode Island can serve at once the General Assembly, the Executive and Judicial Departments, the academic community, and the general public.

OBSERVATIONS

Today there is a definite need for a well-rounded intern program to supplement college or university teaching if state Government is to be correctly portrayed to the student.

State Government has not had its proper role in college and university studies and if portrayed at all has been incorrectly pictured.

This is more vividly brought out in the A.C.I.R. Bulletin 69-13 May 1969 in the statement quoted as follows:

"The enclosed A. C. I. R. Information Report (M-44) *Federalism and the Academic Community* probes the current status of courses in State and local government and intergovernmental relations in college and university political science curricula. The report analyzes the results of a survey conducted with the cooperation of the American Political Science Association of 562 public and private colleges and universities of all sizes across the country."

The survey reveals scant attention to the State House and to City Hall. Although a majority of schools give some coverage to state and local government in lectures and reading assignments for beginning courses, a strong minority of the institutions ignore these subjects even at the introductory level. Only a handful of schools report substantial coverage of these critical fields in their basic courses.

At the intermediate and advance levels the picture is even more bleak. A majority offer no courses at all that focus wholly or predominantly on local government, although in some large universities these subjects are dealt with in separate centers for governmental research and urban studies. State government and intergovernmental relations receive even less attention.

The virtual neglect of state government and intergovernmental relations, the report suggests, may be due to the fairly low "visibility" of these fields until recently. Other reasons for neglect may be the complex and interdisciplinary nature of intergovernmental relations, and the low esteem in which many political scientists hold State government. The somewhat greater popularity of local government courses may reflect increasing concern with "the crisis of the cities."

The report underlines the crucial role of higher educational institutions in training the public servants of tomorrow, and asserts that students and scholars cannot come to grips with the urban crisis, the problems of rural America and the pathology of urban discord if the intergovernmental dimensions of these questions are ignored in the classroom."

To document this situation more fully we find in the A.C.I.R. Information Report M-44 3/69 entitled Federalism and the Academic Community the following conclusions:

CONCLUSIONS

"This survey's findings lead to an inescapable conclusion that the fields of American State and local government and intergovernmental relations receive second-rate treatment in today's college and university political science curricula. While a majority of political science departments give some attention to State and local government in introductory reading assignments and lectures, a strong minority ignore these areas at this level. Equally significant, only a handful report really substantial coverage of these critical subjects in their basic courses."

"The situation at the intermediate and advanced course levels is even more bleak. A majority of the responding departments have no courses which focus wholly or partially on local government. This may be accounted for in part by the tendency among larger universities to deal with these subjects in separate centers for governmental research and urban studies. Finally, the survey responses dramatically document the fact that State government and intergovernmental relations are indeed the 'dark continents' of teaching at the college and university level, with about three-fourths of the 562 responding departments offering no course in either field."

"Why do State government and intergovernmental relations receive so little instructional focus in higher educational institutions? Why this scant attention in light of the growing appeal of these areas as research topics? The summary tables and appendices suggest strongly that the degree of specialization called for here is for the most part only feasible in larger institutions. Some survey respondents explained that their failure to offer such courses was due to difficulties in obtaining teaching personnel with the requisite qualifications. Another possible reason suggested in certain questionnaire responses is the tendency of the "process" approach in developing political science departmental curricula to ignore or to treat slighting in these intergovernmental subject areas, since they are rooted in an institutional framework and in some cases are taught by so-called 'traditionalists.' "

"Going beyond the questionnaire, courses in these areas generally — and roughly since World War II — have been unable to compete successfully with the glamor of international relations, underdeveloped areas, comparative political systems, American national government, and political parties and behavior. The virtual neglect of State government and intergovernmental relations could be attributed to the fairly low visibility of these fields until fairly recently. The complex and interdisciplinary nature of intergovernmental relations and the low esteem in which many political scientists hold State government might well be additional reasons for this neglect. The somewhat greater popularity of State-local and local government courses could be a reflection of increasing concern on the part of both public officials and scholars with the far-reaching implications of the 'crisis of the cities.' The enthusiasm of some academicians for community power structure studies also might be a factor explaining the relatively larger number of courses in these subject areas. On the other hand, many offerings in State-local and local government could well be simply leftovers from the 'traditionalist' period, with their current inclusion in political science curricula attributable more to custom and convenience than to actual need and demand."

We thus see the need for an intern program if the student of today who will be the leader of tomorrow is to be given the proper perspective on State Government.

PROPOSAL

In a cooperation among the State of Rhode Island, the Executive Department, the General Assembly, the Judicial Department and the Departments of Political Science of the state's major institutions of higher education, it is proposed to inaugurate a program of internships for students in the first two years of graduate study, the junior and senior years of college, and in the future selected senior high school students.

It is believed that such an intern program can be of mutual benefit to the students and to the members of the General Assembly. Further, it can be of assistance to those leaders and civic groups interested in the reexamination and improvement of the legislative process in Rhode Island and throughout the nation.

PURPOSE OF INTERN PROGRAM

The purpose of the state government intern program shall be to enable students to develop a knowledge of the structure and procedures of the state government in order to encourage them to take an active part in the civic life of the state, and further to encourage them to enter government service.

Considerations in Establishing an Internship Program

COMMISSION AND ACADEMIC COMMITTEE

For successful coordination a commission of nine (9) members whose purpose is to establish and oversee the operation of a state government internship program, is neeede.

Interns will be selected by an academic committee, but assignments to the various agencies of government will be made by the Commission.

COMMISSION ON STATE GOVERNMENT INTERNSHIPS

Composition. There is hereby created a commission on state government interns to consist of nine (9) members three (3) of whom shall be from the House of Representatives to be appointed by the Speaker, not more than two (2) of whom shall be from the same political party; three (3) of whom shall be from the Senate to be appointed by the Lieutenant Governor, not more than two (2) of whom shall be from the same political party, and three (3) to be appointed by the Governor. Vacancies shall be filled in like manner as the original appointments. The legislative members of said commission shall serve so long as they shall remain members of the house from which they were appointed and until their successors are duly appointed and qualified, and the remaining members shall serve at the pleasure of the Governor.

Duties. It shall be the duty of the commission to cooperate with an academic committee on interns consisting of one member from each of the political science departments of the colleges and universities in the state, in accordance with the recommendations of the heads of such departments.

The academic committee shall select a number of students from the various colleges and universities in the state as designated by the commission, to serve as state government interns, and said commission shall make such assignments to governmental agencies, subject to approval of the Governor and the presiding officers of the House of Representatives and Senate, as pertains to their respective jurisdictions. The commission shall also establish a program for said interns to be followed during the course of their internship.

ACADEMIC COMMITTEE

The Rhode Island Legislative Intern Program is designed to be inter-institutional, nonpartisan, and conducted in a spirit of public service and open inquiry. To this end an advisory committee composed of representatives of the 12 institutions of higher education in the state, of legislative leaders of both political parties and the general public should be established.

By designating a chairman and an executive committee of no more than four members and by permitting the administrative assistant to the Joint Committee on Legislative Affairs to serve as a secretariat to the Intern Programs, the direction and management of the effort can remain flexible and simple in operation.

Budget Considerations:

It is an embarrassment to speak of a stipend for legislative interns when legislators in Rhode Island are paid hardly better than doorkeepers and pages. Nevertheless students who would serve as Legislative interns would make major financial commitments for transportation, food, and time lost from part-time employment. Further, a stipend adds prestige to a program and can provide some measure of control and discipline over the internships. A demanding intern program might lead to withdrawal by volunteers. It might lead to serious study and involvement for interns who receive a modest stipend.

a. *Suggested Stipends for Interns*:
   Program A: No Stipends*
   Program B: $100 per semester per student**
   Program C: No Stipend — In selected cases $100 per semester per student

b. *Administrative Costs*:
   1. Two meetings of the entire advisory committee each year for planning, policy review, and selection of A, B, and C Program Interns.
   2. Monthly meetings (ten per year) of executive committee for supervision, liaison, and policy recommendations.
   3. The Administrative Assistant to the Joint Committee on Legislative Affairs may serve as part-time secretariat working with the intern program, and coordinating with executive and Advisory Committees.

c. *Seminar Costs*:
   1. Legislative members and full time state employees available to participate in seminars on non-paid released time basis as needed.
   2. Participating institutions may release a faculty member in Political Science to serve as Seminar director at no cost to the programs. Reimbursement for mileage and a modest per diem might be considered to strengthen obligations to the programs.
   3. A budget allocation should be considered of several thousand dollars to bring out-of-state visitors to address the seminar at appropriate times during each semester's program.

*Provided thruogh cooperation with the American Political Science Association: or by Federal Grants at Brown University and the University of Rhode Island.

**Mandatory attendance at Monday meetings is required for stipend.

Proposed Budget

Graduate Intern Fellowships: To be funded separately through the American Political Science Association's State and Local Government Internship Program.

Academic Year	*1st year*	*2nd year*	*3rd year*
Undergraduate Stipends @ $100 each	$ 2,000	$ 2,500	$ 3,500
Academic Director of Program, 25% of teaching time to be released	3,000	3,250	3,500
Stipends for local seminar participants @ $50 per session	600	600	600
Guest speakers from out of state	1,000	1,000	1,000
Publication of Annual Report	500	500	500
Printing of Special Materials for Seminar Instruction and Intern Orientation	1,000	1,000	1,000
Expenses for Intern Evaluation Luncheon	200	350	500
Expenses for Honoring Dinner	500	500	500
Totals	$ 8,800	$ 9,700	$11,100
Anticipated funds to be provided thruogh state appropriations	$ 2,500	$ 3,200	$ 4,000
Amount (estimated) needed to fulfill total proposal	$ 6,300	$ 6,500	$ 7,100

Expenses. The General Assembly shall annually appropriate such sums as they deem sufficient for the payment of necessary expenses of the commission and for payment of such stipends to the interns as the commission deems appropriate; and the commission may engage such clerical, technical and other assistance as it may deem necessary to accomplish its purposes.

Aid to special committee. The commission shall be empowered to apply for and receive from any Federal, state or local agency, private foundation or from any individual, any grants, appropriations or gifts in order to carry out the purposes of the intern program.

To carry out the purposes of this act, there is hereby appropriated the sum of six thousand dollars ($6,000) for each fiscal year ending June 30.

Because the program is nonpartisan in character, interns may not participate in political campaigns nor be active in political organizations during this internship.

INTERN PROGRAMS

PROGRAM A. *Graduate Interns*
- Limited number per semester
- Graduate Students in Political Science

PROGRAM B. *Undergraduate Intern Program*
- College or university students
- Number of students twenty to forty depending upon finances available
- Preference Junior or Seniors
- Selected Senior High School students

PROGRAM C. *High School Students*
- Limited number three to six a week
- Duration two weeks at a time per student
- Only during legislative session

Luncheon:

It is intended that at the half-way mark in the program a luncheon will be given, to which the interns and their sponsors will be invited. (The time and place will be designated by the Chairman) The luncheon will be followed by an open discussion and evaluation of the program to date.

Dinner:

At the completion of the program a dinner will be held (time and place will be designated by the Chairman) for all interns and sponsors. At this dinner certificates will be presented to both interns and sponsors and a suitable program provided.

PROGRAM A. *GRADUATE INTERNS*

Number participating 2-4

Duration:

One semester or in exceptional cases two semesters. Ten to fifteen hours per week with members or committees of the General Assembly, the Legislative Council and Legislative Commissions, the Executive Department and the Judiciary.

Eligibility and Selection:

Student must be in Graduate Study at Brown University or University of Rhode Island enrolled in graduate work in Department of Political Science giving a PhD degree.

Fellowship Grants:

Students in this program will be under the provisions required by the American Political Science Association's State and Local Internship Program, or Requirements under Federal Grants.

Activity:

All graduate students will serve as part-time staff and will participate in the coordinating seminars as described in Program B. In addition they will prepare and submit to the seminar a major research paper, case study, or policy paper for discussion and analysis by seminar participants.

Under the direction of the secretariat, each Monday, a seminar will be held to orient interns in state government, including the General Assembly, the Judicial Department, and the Executive Department. Interns will be assigned by the secretariat to designated majority or minority members of the General Assembly, the Executive Department and Judicial Department, for work in these offices two afternoons a week for twelve weeks.

PROGRAM B. *UNDERGRADUATE INTERNS*

Number participating approximately 30-40.

Duration:

One semester or in exceptional cases, two semesters of part-time affiliation (10-15 hours per week) with members or committees of the General Assembly, the Legislative Council, and Legislative Commissions. The Executive and Judicial Departments.

Note: It is proposed that interns receive four to six credit hours toward the undergraduate major in Government or Political Science, providing the program receives approval of faculty legislative bodies in participating institutions.

Eligibility and Selection:

Preference will be given to students whose major is Political Science or Government and who are either Seniors or Juniors, but is not limited to just these students. Emphasis in selection will be placed upon the student's academic commitment to the study of government, his motivation, and his interest and background in public affairs.

Students will be selected no later than August 15th for fall internships (this program is limited to 10) and December 15th for winter internships, after campuswide announcements at their respective institutions.

Applications will be endorsed by the students' instructors and will require personal letters of reference. This material will be submitted to the selection committee for final determination no later than August 1 and December 1 of each year.

Activity:

Interns will serve as part-time staff for individual legislators, legislative committees and commissions, the Legislative Council, and the Executive and Judicial Departments of Government. They will perform specific tasks as directed by the head of their unit and will be encouraged to develop research projects of their own in partial fulfillment of their academic requirements. A coordinating seminar composed of representative faculty members, legislators and representatives of executive agencies will be conducted at the State House for 2 hours on 12 Monday afternoons during each semester. Planning of the seminar will be undertaken by the advisory committee, coordination by the secretariat, and direction by a qualified faculty member. The seminar is intended to bring legislative members and officials, students, and scholars together for analysis of specific problems, discussion of readings, and guidance of research projects. Non-legislative public officials and teaching scholars will be invited from time to time to participate in the seminar to treat particular problems, to stimulate exchange of views and to promote systematic study of public policy and the legislative process.

PROGRAM C. *HIGH SCHOOL STUDENTS*

Number: Three to six per week.

Duration:

Two week internship per student. Students may participate in Monday seminar program. Tuesday through Friday in afternoons during legislative sessions, they will observe the legislature in action.

Eligibility and Selection:

Open to selected Senior High School students of the State of Rhode Island who are interested in and working in Political Science, Civic, American Government Studies, or who are students who will or are participating in the Model Legislature Program. (In this case students other than Seniors may be selected.)

Students will be selected no later than January 15 after statewide announcements in December by the State High School Departments in the participating high schools.

Activity:

Interns will be oriented to state government, the General Assembly, the Governor's Office and duties of the leaders of the General Assembly, under the direction of the secretariat who will coordinate the program.

Interns will then be assigned by the secretariat to designated majority or minority members of the General Assembly and the Executive Department and will be charged with carrying out assigned duties.

SPECIFIC BENEFITS OF THE PROPOSED INTERNSHIP PROGRAM

A. *For Members of the General Assembly*:

1. Provide assistance to members in developing and researching legislative proposals
2. Provide assistance in responding to constituent requests and inquiries
3. Serve as liason between state administrative agencies, and local governments
4. Increase constituent interest in and understanding

of the procedures and problems of the General Assembly

5. Stimulate constituent interest in the legislative process, the state party system, and state government.

B. *For the Interns*:

1. Provide, through observation and limited participation, a means to increase understanding of the General Assembly and the legislative way of life
2. Provide a vantage point for the systematic study of policy development and the political process at the state and local level
3. Stimulate the development of skills and interests useful for future application to their roles as citizens in a democratic society
4. Correct and refine the academic study of politics and the legislative process by linking theory to practice.

For Executive Department:

At a time in the governmental year, when the legislature is in session, interns might well benefit the Executive Departments by supplying them help to supplement the active staff and relieve them of some of the extra work.

It most certainly would benefit the intern, in improving his understanding of State Government and giving him the practical side of the work performed by the Executive Offices.

The Judiciary Department:

There is little advantage to the Judicial Department because of their lack of necessary background information; however, it could very well benefit the interns by giving them first hnd knowledge of the least known branch of government.

From a long range standpoint, it might have the effect of directing some young people toward a legal career. This would be of ultimate benefit to the system.

INTERNS AND THEIR USE*

A. *Legislative Utilization of Interns.*

All interns should be aware that personal limitations or practical political considerations may, initially at least, prevent a legislator from allowing him to perform some services. With these exceptions which will vary among legislators, and with the confidence the legislator has in his intern, most of the following services are within the interns competence to perform. The legislator should remember that the intern is a beginner and lacks experience. Accordingly, if the legislator desires, the intern's work can be reviewed for accuracy by experienced Legislative Service Commission staff members. Services an intern might provide a legislator include:

1. *Bill Drafting Services*: This would include researching the area concerned, drafting the proposed new language, and having it reviewed by the LSC or the LRB. Interns should not be asked to draft complex bills as they do not have sufficient experience to handle complex drafting assignments well. All Bill drafts should be reviewed by experienced bill drafters prior to introduction. Related activities include:
   a. Researching and drafting resolutions.
   b. Drafting amendments.
2. *Bill Analyzing Services*: All bills are analyzed before floor consideration by the LSC, many are analyzed by it for the Standing Committees, but the intern can look bills over before the LSC does. An analysis could be directed to an assessment of the political implications of a bill, amendment, or resolution. Such an emphasis would not normally be contained in an LSC analysis. Bill analysis should be reviewed for accuracy by experienced LSC staffers.
3. *Spot Research*: The legislator may desire short memos or notes on a wide variety of issues. Normally, this could be provided quickly from sources in the LSC library or a call to a state agency. Interns have been familiarized with the sources and could provide information quickly. The gathering of statistical data is an example of this type of research. If desired, the legislator can request LSC staff review of the memo.
4. *In-Depth Research*: In the past, interns have provided members with detailed, in-depth information derived from studies lasting several weeks. A compilation of the laws of several states on a given matter is an example of the kind of research an intern is trained to provide. This, too, could be reviewed by the LSC staff is desired. (The intern in advised to check with LSC staffers prior to starting such a project. Often times, the desired work has already been done.)
5. *Filing*: Interns could compile and maintain files on subjects of interest to the legislator.
6. *Handling Constituent Mail*: Services in this area could include preparing and maintaining tables of constituent communications on various issues, contacting the appropriate administrative officials for information sought by constituents, doing other necessary research to provide answers to letters, and preparing letters of reply for the legislator's signature.
7. *Preparing a News Letter for the Legislator's Constituents*: This might involve a period issue sent to persons on a list prepared by the intern, writing up news releases for newspapers, etc., depending on the legislator's desires, A news letter might contain a description of the bills the legislator has sponsored,

*Ohio State intern program.

a discussion of his major legislative accomplishments, including committee activities, presentation of the legislator's views on issues which are current in the Assembly, etc.

8. *Keeping Track* of the current status of the legislator's bills, committee appearances, and other issues of interest to the legislator.

9. *Speech writing*: This could involve not only researching the speech topic, but discerning the nature and interests of the audience, and writing an appropriate speech. As the intern works with the Legislator, noting his style and interests, his dexterity in writing such speeches should improve.

10. *Representing the Legislator* at nonlegislative meetings: Members frequently receive requests to appear before informal groups to discuss topical issues. If the legislator desired, the intern might be directed to attend such meetings on his behalf. An intern might be particularly capable of discussing such matters as the mechanics of the law-making process, democracy at the state level, etc., before groups of students and other persons who are seeking information on their government in action. If the legislator cannot himself attend, he might wish to direct the intern to represent his interests at private meetings wherein discussions of pending bills or amendments take place.

11. *Attending Committee or Subcommittee Meetings* in which the legislator has an interest and providing the legislator with a summary of the action taken.

12. *Serve as an agent of the Legislator in his dealings with Administrative Agencies*: Here the intern can solicit information for constituent requests, as above, or convey the legislator's interest in a given matter as instructed.

13. *Handling the requests of Lobbyists*: As the legislator directed, the intern might work with a lobbyist in preparing a bill for the legislator's sponsorship, or provide the lobbyist with information on given issues.

14. *Traveling both with and for the Legislator*: This could include trips to legislative conferences, conventions, or other professional meetings, or trips to the nation's capital on matters of interest to the member. If the intern traveled on behalf of the legislator, he would be expected to provide him with a detailed report of the events which transpired.

15. *Doing Congressional Liaison Work*: This would involve keeping the legislator informed of events transpiring in Congress and in Washington in his areas of interest.

Obviously, the intern will not be equally capable in all of the above areas; by the same token, the above subjects are but a few of the activities an intern might perform. The member might wish to determine the intern's proficiency in many of these areas, and utilize him greatest where he works best.

B. *Providing the Intern with a Meaningful Experience.*

The performance of many of the above functions will provide the intern with an incomparable educational experience by acquainting him with both the formal and informal phases of the legislative process. There are, however, some additional opportunities the legislator might wish to make available to his intern which would further enhance the educational value of the program. Among these are:

1. Encouraging a high level of personal interaction between the member and the intern. Open discussions, sitting-in on meetings with him and the tremendously important day-to-day contact which provides subtle insights into the thinking of the legislator, are invaluable experiences. To facilitate such interaction, most interns in the past have found it desirable to be assigned space in the member's office and prefer to work directly under his supervision.

2. Efforts on the part of the legislator to being his intern into meaningful contact with other members and with executive officials.

3. Encouraging the intern to comment on the current scholarly literature on the legislative process and then reacting to this will provide invaluable insights into practical and real politics. From such comments the intern will have a good basis for considering the writings of academics.

4. Taking the intern to caucuses and other political meetings in which legislative affairs are discussed (once the intern has demonstrated his fidelity and competence) would considerably further his educational experience.

Again, these are but a few of the areas of interaction available and, as such, are to serve more as a guide than as a definite statement. If the intern is given the opportunity to perform in many of these areas, he should be able to provide the member with many valuable services while realizing the practical education he seeks.

From Ohio State Legislative Program.

EVALUATION OF LEGISLATIVE INTERN

Name of Intern ..... Date .....

Assignment .....

QUALITY OF WORK
- ..... Exceptionally accurate
- ..... Above Average
- ..... Average
- ..... Inaccurate, regularly makes errors

ATTITUDES
- ..... Very industrious, enthusiastic
- ..... Requires little supervision
- ..... Steady, satisfactory
- ..... Indifferent, neglectful

COOPERATION WITH OTHERS
- ..... Exceptionally cooperative
- ..... Good team worker
- ..... Cooperates satisfactorily
- ..... Has difficulty working with others

ABILITY TO ACCEPT CRITICISM
- ..... Understands and accepts criticism well
- ..... Willing to accept criticism
- ..... Unwilling to accept criticism

ABILITY TO LEARN
- ..... Grasps ideas very quickly
- ..... Quick to learn
- ..... Average
- ..... Rather slow to learn

GENERAL OVERALL PERFORMANCE

Exceptional ..... Above Average ..... Average .....
Poor ..... Unsatisfactory .....

JUDGMENT
- ..... Exceptional
- ..... Good common sense
- ..... Usually does the right thing
- ..... Less than normally expected

SELF-RELIANCE—INITIATIVE
- ..... Exceptional, takes hold readily
- ..... Above average, good imagination
- ..... Confident, goes ahead fairly well
- ..... Lacks confidence, timid

PREPARED FOR ASSIGNMENT
- ..... Fully prepared
- ..... Suitably prepared
- ..... Unprepared

COMPREHENSION OF LEGISLATIVE PROCESS
- ..... Exceptional
- ..... Adequate
- ..... Inadequate

DEPENDABILITY
- ..... Exceptional
- ..... Usually can be depended upon
- ..... Adequate
- ..... Not dependable

COMMENTS BY OBSERVER

....

Observer Position

FROM THE DEPARTMENT OF HISTORY AND POLITICAL SCIENCE DELAWARE STATE COLLEGE

THE INTERN PROGRAM

MONDAY SEMINARS

CONTENTS OF THE PROGRAM AND SCHEDULE OF CLASS MEETINGS

ROOM ..... HOUR 3-5:00 p.m.

SUBJECT NO.	TITLE	DATE OF SEMINAR
I.	INTRODUCTORY SEMINAR	.....
II.	BACKGROUND AND HISTORY OF POLITICS IN THE STATE	.....
III.	BRANCHES OF STATE GOVERNMENT: LEGISLATIVE—EXECUTIVE—JUDICIAL	.....
IV.	PRESS RELATIONS WITH STATE GOVERNMENT	.....
V.	STATE LEGISLATURES AND LEGISLATORS	.....
VI.	LEGISLATIVE PROCEDURE	.....
VII.	CONSTITUTIONAL LIMITATIONS ON STATE LEGISLATORS	.....
VIII.	REAPPORTIONMENT: FINANCE-LEGISLATIVE AND EXECUTIVE	.....
IX.	THE NEED AND EFFECTIVENESS OF THE LOBBYIST	.....
X.	THE EXECUTIVE DEPARTMENT	.....
XI.	THE JUDICIAL DEPARTMENT	.....
XII.	STATE LEGISLATURES-REFORM AND THEIR FUTURE	.....

A. *INTRODUCTORY SEMINAR*

a. all interns present

b. all sponsors present

Sponsors and interns will be introduced.

Introduces Governor, Lieutenant Governor, Secretary of State, Leaders of the House and Senate, Heads of legislative departments (Legislative Council, Finance, etc.)

Show film of "Making of a Law"

Tour of the State Capitol for all interns.

B. *ALTERNATE SEMINAR PLAN*

a. Only Interns and Intern Commission present.

b. Have Interns introduce themselves, tell something about themselves especially any experiences related to the Intern program and their reason for enrolling.

c. Let interns get to know each other at this meeting.

INTRODUCTORY SEMINAR

Suggestions to Instructor:

In order for the intern to get the most out of his new position with state government, it will be important for his sponsor to explain fully the operation of state government to him, the functions of the office in which he is interning and the duties that will be expected of him.

If the intern-sponsor relationship is to have any meaning, then the sponsor must do his share of instructing and doing those things that will be necessary to make the intern feel he is a part of the state government operation even if only in a limited way. Individual sponsors should spend at least one legislative day each and every week involving his intern in his own activity politically and legislatively.

Virtually no limitations should be placed on the interns opportunities to observe and participate. Mutual trust between the legislator and his intern is an absolute requirement.

In the legislative process, if the internship program is to be meaningful then the leaders, and the committee chairmen must be of one mind in regard to letting the interns participate in all the functions of the legislative process. The interns by the same token must accept responsibility of honoring the confidence placed in them by allowing them to witness the internal operations of the legislative process.

Interns should be asked to do those jobs that will more fully acquaint them with the processes of government. They might do limited research on pending legislation, accumulate data for proposed legislation, study background, process and travel of a recent enactment of the legislature (in doing this might be wise to have all work on the same legislation,) they could help the indiviual legislator in his work with a committee, they could help in handling or answering the legislators mail or calls from constituents.

In the final analysis, however, even the most motivated intern will lose interest in his appointment unless he has a specific responsibility. In some instances this may involve researching and writing a report or position paper for the sponsor. Another possibility would be to follow through the legislature a specific piece of legislation of interest to the sponsor. Various other options also exist, but the ingredient of specific intern responsibility appears to be essential for success.

Subject II

Hours 1½

Topic *Background and History of Politics in the State*

Suggestions to the Instructor:

Rhode Island political pattern is unique, for here the Democrats have the dominant position. Up until the time of Governor Chafee, the Democrats had occupied the ascendant position for a generation, and yet Rhode Island is not functionally a one-party state. The Republicans are not squeezed out of the race entirely.

Two general characteristics have forced Rhode Island into the kind of political alignment it has. First, it is one of the most heavily urbanized states in the nation. Second, Rhode Island has a higher proportion of immigrants and their second and third generation progeny than any other state.

The great benefit of a two-party system is that the parties think of themselves as continuing organizations, nearly as worried about the next election as the present one. The threat of the ballot-weilding public affects the organization rather than merely threatening individual politicians. Thus the ideas is that greater responsibility results as the parties seek to keep their houses in order while meeting the demands of the public at least so far as the demands are indefatigable.

In Rhode Island the two-party ideal is approximated, notwithstanding the strong position of the Democratic party over the past generation, but the extent of corruption, of disregard of the public interest and of public demands would make it appear that the two-party ideal is not approximated in Rhode Island. Why?

Several observations need to be made on this connection. First, the majority party has not been wholly unmindful, nor for that matter has the minority, of the needs of the urban-industrialized society that is Rhode Island. The social welfare and labor legislation passed in the last two decades has met with public favor, and in that respect the parties have acted responsibly. Action in behalf of the underprivileged elements of society is not a common feature of the typical one-party State. More often than not, the dominant political interests of such states are so closely tied in with industrial and business interests that the rank and file of the public gets scant protection from the government. This is not the case in Rhode Island.

Yet, the fact does remain that in many matters, the political system of Rhode Island results in denial of many clearly spoken public demands.

Subject II

Hours 1½

Topic *Background and History of Politics in the State*

Dimensions of state politics
Functions of state legislatures
The legislator's position in state political system
The roots of legislative powers
Trends and consequences of reapportionment
Partisanship in legislative decision making.
by a Professor

Practical application and history of politics in the state

a. Democratic State Chairman
b. Republican State Chairman

Seminar Open for Discussion and Questions:

Subject II

QUESTIONS.

Questions to Stimulate Discussion.

1. How evenly have the two parties competed for control of the legislature since 1945?
2. How often have the House and Senate been under divided party control?
3. How often have the Governor and legislature been controlled by different parties?
4. Is the trend toward a more competitive two-party system?
5. How many house and Senate members faced no competition within their own party in seeking nomination last election?
6. How many members won their seat in the general election without opposition?
7. How many present members also served in the last legislature?
8. Would it appear that the two-party ideal is approximated in Rhode Island?
9. If not, why not?
10. Does the political system in Rhode Island result in denial of many clearly spoken public demands?

Subject III Hours 1½

Topic *Branches of State Government*

Suggestions to the Instructor:

In the Federalist Papers, James Madison wrote that "If it be a fundamental principle of free government that the legislative, executive and judiciary powers should be separately exercised, it is equally so that they be independently exercised."

Our Founding Father in Establishing the Constitution for the United States of America, Established the Legislative Branch of the Government First.

ARTICLE I

Section 1. All Legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

After Setting Forth the Powers and Limitations of the Congress, they Established the Executive Branch.

ARTICLE II

Section 1. The Executive Power shall be vested in a President of the United States of America.

The Third Branch of Government was the Judicial.

ARTICLE III

Section 1. The Judicial Power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish.

Many of the constitutional states followed the federal constitution closely and Rhode Island is one of them.

Suggested Reading for Instructor

Book C. For terms that may need defining.

Book P. State Constitution Articles III, IV, V, VII, and X and Amendments.

Book Q.

Book R.

Subject III Hours 1½

Topic *The Branches of State Government*

1. *Powers Distributed* — Three Departments.
2. *Legislative Power*
   a) Constitution supreme law.
   b) Two Houses—General Assembly—Style of Law.
   c) Sessions of General Assembly.
   d) Members not to take fees, etc.
   e) Members exempt from arrest, etc.
   f) Powers of each house. Organizations.
   g) Powers to make rules, etc.
   h) Of the Journal, and yeas and nays.
   i) Of adjournments.
   j) Of powers not prohibited.
   k) Pay of members.
   l) Lotteries prohibited.
   m) Debts not to be incurred.
   n) Private or local appropriations.
   o) Of valuations of property and assessments.
   p) Officers may be continued until successors qualified.
   q) Bills to create corporations to be continued, except ect.
   r) Of election of senators in Congress.
3. *House of Representatives*
   a) How constituted — ratio of representation.
   b) May elect its officers, etc.
4. *Senate*
   a) How constituted.
   b) Governor to preside. When to vote in grand commitee.
   c) May elect presiding officer in case of vacancy, etc.
   d) Secretary and other officers.
5. *Executive*
   a) Of the Governor and Lieutenant Governor. How elected.
   b) Duty of Governor.
   c) He shall command military and naval forces, except, etc.
   d) He may grant reprives, etc.
   e) He may fill vacancies.
   f) He may adjourn assembly, in case, etc.
   g) He may convene assembly, when, etc.
   h) Commissions, how signed, etc.
   i) Lieutenant Governor, when to act as Governor.
   j) Vacancies, how filled.
   k) Compensation of Governor, etc.
   l) Duties of general officers.
6. *Judiciary*
   a) One supreme court — Inferior courts, how established.
   b) Jurisdiction of courts. Chancery powers.
   c) Judges of supreme court to instruct jury. To give opinions, etc.
   d) Of election and tenure of office of judges of supreme court.
   e) Vacancies, how filled.
   f) Compensation of judges.
   g) Justices of the peace and wardens, how elected. Their jurisdiction.

Explanation first by a professor of the background of the separation of powers, then an explanation by a member of each branch of government, as brief as possible as to the constitutional powers, etc., granted by the State Constitution in regard to its practical application.

Seminar Open for Discussion and Questions.

Subject III

QUESTIONS.

Questions to Stimulate Discussion:

1. Has there been over tre years a giving away of powers of the legislature — to the executive?
2. Is the modern role of the legislature one of approving of legislation introduced by the Executive instead of initiating the legislation themselves?
3. Is there a trend today by the Legislative branch to firmly assent its rights and privileges toward a stronger legislature?
4. Is there any precedent prohibiting the legislature from delegating its powers?
5. Is the Executive branch, the Governor, by proposing a legislative plan, usurping the powers of the legislature?
6. Are we today by liberal legislation (such a wiretapping law) arming officials with power (that has the force of law) and arbitrary interference without such individuals being elected and responsible to the voters?
7. Have the courts usurped the power of the legislature when they reaportion legislators who do not reaportion themselves?

Subject IV Hours 1½

Topic Press Relations with State Government

Suggestions to the Instructor:

The state legislature is one of the anomalies of the American political system. It has very few public supporters. Its own members sometimes turn out to be its most inflexible critics. The communications media are most likely to report its affairs when the matters at hand are bizarre or when legislators are intransigent, whether with one another or with the Governor. The public reputation of the legislature with the people is seldom as good as its actual warrant to public respect. Its contributions to significant public policy are seen more often as legislative response to the initiatives of others than as legislative accomplishment. Its partisanship is perhaps as likely to be attributed to the perversity of party members as it is to the fact that legislative parties struggle over issues that count. Its independence is about as likely to be interpreted as obstinacy as it is to legislative option. Its powers seldom appear commensurate with its responsibilities.

Subject IV Hours 1½

Topic *Press Relations with State Government*

The communications media and the legislature:

Practical application of press relations with the General Assembly—Director of Legislative Press.

State House reporting and press relations
Speaker .....

Application of T. V. to the world of politics
Speaker .....

The place of radio in Politics
Speaker .....

Seminar Open for Discussion and Questions:

Subject IV

QUESTIONS.

Questions to Stimulate Discussion:

1. Is the relationship between the state house reporters and the legislature different from the relationship of the editorial writers and the legislature?
If so what are the differences?

2. Does the news media build up small unfavorable incidents in such a way as to give the legislature a bad favorable actions?

3. Does the good that the legislature accomplishes receive as much attention in the news media as the unfavroable actions?

4. When editorials are written concerning the legislature or legislation, do the editorial writers check with the state house reporters to see if they have their facts correct?

5. In your opinion do you believe that the news media tends to play up sensationalism rather than reporting facts about the legislative process or the state government?

6. Is it fair to say that editorial writers tend to slant their editorials along their own liberal lines of thinking rather than sticking to the facts?

7. Do you believe that reporters sometimes tend to editoralize when writing about state government rather than reporting what actually happened?

8. Should committee meetings be open to the press even during the taking of a committee vote?
If yes, why?
If No, why not?

9. Some states allow reporters to be present at all committee meetings even at the time that a vote is taken —does this produce better legislation or are some legislators swayed by the presence of the press and thus vote other than they might have done had the press not been present?

10. Do you believe that state reporters have a different view of the legislative process than does the editorial staff because of their understanding and their close relationship with the legislative process?

11. How can better relationships be developed between the news media and the legislature?

12. With the great power that the news media has for swaying public opinion, do you not feel that the news media of this country has a great moral responsibility to report the factual news rather than swaying public opinion along lines of liberal or conservative thinking?

Subject V — Hours 1½

Topic *State Legislatures and Legislators*

Suggestions to the Instructor:

Any sound assessment of the state legislature must include more than the constitutional and procedural aspects of the institution; it must also consider the perspectives of individual members. Until recently most writing on state legislatures seldom analyzed the attitudes, self-perceptions, and individual roles of members. Rather, the focus was on broad institutional features: constitutional provisions, legislature procedure, party organization, and the like. Many recent discussions of state legislative activity have likewise ignored the individuals role and have instead sought to explain the legislative output through examination of variations in the social and economic characteristics of states. While all these approaches have utility, there is serious risk of failing to grasp the essence of a legislature if the perspective of the individual member is ignored.

Suggested Reading for Instructor.

The State Legislator
Book F. Pages 99-103-106-107-113-118, 123
Book F. Pages 65-69
Book F. Pages 37-64
Book C. For terms that need defining
Book Q.
Book R.

Subject V — Hours 1½

Topic *State Legislatures and Legislators*

The State Legislator

In general in the 50 states —
Legislators (self-perceptions)
The amateur legislator and social background
Legislators as an in-group
Recruitment and election
Rewards and costs
Conclusions
by professor
The Rhode Island House—
Speaker
The Rhode Island Senate—
Lieutenant Governor
Legislators and Legislative tasks—
The Legislator:
His office
His environment:
a. political
b. legislative
Seminar Open for Discussion and Questions:

Subject V

QUESTIONS.

Suggested Questions to Stimulate Discussion:

1. How often does the legislature meet?

2. What are special sessions—
How often called?
How often used?

3. What provision is made for laws to be approved by popular vote? (Referendum)

4. How large must a state legislature be to be adequately represented?

5. How small to be effective?

6. How large is the House? Senate? Should they be related in size? Function?

7. Is a second House really necessary?

8. Is the legislature encumbered because of not enough pay, not enough time, not enough help?

9. How are committees organized?

10. How important are committees to the legislative process?

11. What are joint committees?

12. How many joint committees does Rhode Island have? what are they?

13. How many standing committees? What are they? What is their importance to the legislative process?

14. Should they serve in the interim between sessions?

15. How much voting takes place only party lines—
In the committees?
On the floor of the House or Senate?

16. On what issues generally?

17. How often do party embers caucus in each House?

18. How binding are the caucus decisions considered to be?

Subject VI

Topic *Legislative Procedure*

Suggestions to the Instructor:

Main Functions of the Legislature:

The burden of settling conflict and making authoritative rules for American society has always been lodged essentially within legislative jurisdiction. Any legislature, of course, may choose or be driven to delegate responsibilities which diminish its control over lawmaking, but this does not change the fact that in legal, constitutional terms lawmaking is mainly, if not purely, a legislative task. Lawmaking is by no means the only function of the state legislature, but measured by the time this activity is allotted, it is plainly the most important.

Suggested Reading for Instructor.

Book F. Page 89-97
Book G. Page 51
Book P. State Constitution Article of Amendment XI
Book C. For terms that need defining
Book Q.
Book R.

Subject VI Hours 1½

Topic *Legislative Procedure*

Main Functions of the Legislature—by a Professor
Rules of House—Minority Leader
Rules of Senate—Majority Leader
The Legislative Process:
  Term of a regular session
  How laws are made
  Form
  How introduced
  Travel of Bill — House and Senate
  How enacted into law
Legislative Committees:
  What they are
    How they work
  House — Senate — Joint Committee
  Particanship in legislature decision making
    Request for issues
    Alterations
    Parties essential

Topic VI

QUESTIONS.

Suggested Questions to Stimulate Discussion:

1. How important a role is the legislative power is assigned to the Governor?

2. How influencing is the Governor usually in selection of legislative leaders?

3. Does the Majority (or Minority) floor leader in each house act independently of the Governor? or as his legislative lieutenant?

4. Does the legislature or its leaders, regardless of party, look to the Governor to initiate the most important bills?

5. What is the Governor's veto?
   How often is it usually exercised?
   How many vetoes did the legislature override?

6. In what ways should the legislature watch over the Governor and the Executive Department?

7. What is the mission of the legislature?

8. Should legislators be permanently policy-makers for the entire state or just as representatives of their own districts?

9. Do legislators veiw their job as important?

10. What do legislators like most about their job?

11. Should the legislature be a check on the Governor the Executive Branch — the Public Treasury?

12. What are the powers of the Speaker of the House and the President Pro Tem of the Senate?

13. Do they have this power with other individuals? who?

Subject VII Hours 1½

Topic *Constitutional Limitations and Legislative Council*

Suggestions to the Instructor:

The early constitutions gave the legislature broad power. There they bore witness to its high public standing. The first state constitutions simply vested "legislative" power in described bodies. The grant implied the historic sweep of authority that Parliment had won except as this was limited by vague implications to be drawn from the formal separation of powers among legislature, executive and courts.

Between 1864 and 1880 thirty-five new constitutions were adopted. Distrust of the legislature was the predominant characteristic of all of them. Provisions were added limiting the authority, thus constitutional provisions regulating railroads, business practices, trust, etc. were added limiting the authority. By 1880 the pattern for state constitutions as legal codes, and as obstructions to the free exercise of legislative power, was clearly set.

The general pattern of limitations today are as follows: (1) prohibit the legislature from enacting specific kinds of legislation (2) impose detailed requirements concerning legislative procedure (3) settle questions that would ordinarily be handled through legislation and, (4) establish the initiative and referendum, permitting voters to participate directly in lawmaking.

The Rhode Island General Assembly is authorized to "continue to exercise the powers they have heretofore exercised," the powers which it heretofore exercised were those granted by the original charter of 1663.

Some limitations in Rhode Island: State bond issues exceeding $50,000 must be referred to the voters for approval. Voters' approval must be had before it may pledge the state to underwrite payment of the obligations of other authorities in any amount. Home rule amendment while setting up "Home Rule," still provides for restrictions. Provisions for amending the constitution provides for voter approval.

Legislative Council

Legislative Councils are major staff agencies of their legislatures doing for them some of the kinds of research into technical feasibility, effects on interests and other legislative considerations that the hyperactive committees do for the United States Congress.

Among the services usually considered appropriate for legislative councils are these: reference library facilities* bill drafting, statutory revision, legal counsel for legislators, preparation of bill and law summaries, recommendation of substantive legislative programs, preparation of bill and law summaries, recommendation of substantive legislative programs, preparation of research reports "spot research," continuous study of state finances budgetary review and analysis and legislative post audit.**

*Provided by the State Library

Subject VII Hours 1½

Topic *Constitutional Limitations on State Legislatures*

Political Environment Limitations on the Legislature by professor

Legislative Council
- Organization
- Purpose
- What it does
- What it accomplishes
- Bill Drafting
  - What it is
  - How it is accomplished
- Research:
  - What is involved
  - How it is done

Publications of Legislative Council by .....

Seminar Open for Discussion and Questions:

Subject VII

QUESTIONS.

Suggested Questions to Stimulate Discussion:

1. How broadly is the state legislator's authority defined in the state constitution?
2. Are there any court interpretations of the power of the legislature?
3. What restrictions, constitutional or judicial have been imposed upon the legislator's power to tax and spend?
4. Are there other limitations other than constitutional placed upon the state legislators?
5. Any restrictions as to introduction and consideration of local legislation?
6. Does the Legislative Council operate on a bi-partisan basis?
7. Is drafting of laws either for the majority or minority party held up to give one party an advantage over the other?
8. How do you protect the individual legislator when he requests a bill be drafted so that no other legislator can copy his idea?
9. Is there much demand for the publications of the Legislative Council?

**Provided by the Staff of the House Finance Committee

Subject VIII Hours 1½

Topic *Reapportionment — Finance*

Suggestions to the Instructor:

The Supreme Court's decision in the BAKER case precipitated suits in the courts of a large majority of states challenging the constitutionality of legislative apportionments. In most of these cases the courts found the existing apportionments to be unconstitutional.

At the same time that state legislatures were adopting apportionment laws in an effort to comply with the one man, one vote principle adopted by the Supreme Court in 1964, a majority of them were seeking an amendment to the United States Constitution that would exempt one house of the legislature from that requirement.

In Congress the same was happening, the amendment was known as The Dirksen Amendment, which would have permitted the voters of a state to approve apportionment of one legislative house according to factors other than population.

Reapportionment will affect intraparty as well as interparty power.

In Rhode Island the largest cities were restricted in the number of legislators which they could send to either house — six in the Senate and twenty-five in the House — no matter how many additional seats they have been entitled to hold on basis of population. This discrimination was more obvious in the Senate because of its relatively small size, than it was in the House. Yet curiously it was the House rather than the Senate formula which came under sharpest judicial attack in Rhode Island.

Results of reapportionment in Rhode Island surburban gains were largely confined to the House. Between them four of the older cities — Providence, Pawtucket, Woonsocket, and Central Falls lost ten seats in the House, while Warwick and Cranston, two of the state's fastest growing suburbs, were gaining eight seats between them. In the Senate the older cities registered gains which partially offset their losses in the House. Providence's delegation, for example, increased from five to eight, and Pawtucket's from two to three. The sparsely populated towns, on the other hand, lost seats in both Houses.

Role and Functions of Fiscal Advisory Staff

The Fiscal Advisory staff comprises three professional people or technicians attached to the House Finance Committee who advise committee members on all aspects of state finances, including mostly the raising and spending of public funds.

Specifically, the law states that it shall be the duty of the fiscal assistant of the committee on Finance of the House of Representatives, with the approval of the chairman thereof, to:

(1) review all revenues received by the state in the last complete fiscal year, together with the estimate made for that year as contained in the Governor's budget, and report, insofar as practical, on all deviations between the estimated revenues and the actual collections;

(2) review all expenditures, together with the regular and supplementary appropriations made for such years, and report on all deviations between the appropriations made for such years, and report on all deviations between the appropriations and the actual expenditures. Such report shall also provide information on the quantity and quality of the services rendered for the amounts expended, and such information shall be reduced insofar as practical to an evaluation of performance based on appropriate standards and objectives;

(3) review the state's indebtedness and capital improvement programs;

(4) recommendations for revising or amending previously enacted public and general laws involving the expenditure of public funds;

(5) advise the finance committee of the House of Representatives on matters pertaining to the state's finances and to make recommendations for improving the operating efficiency and economy of the various departments and agencies of the state government;

(6) prepare and submit to the finance committee of the House of Representatives and to its members following the submission of the annual budget by the Governor, but prior to its enactment, an analysis of all proposed revenues and expenditures with recommendations for revisions.

(7) prepare and submit to the finance committee of the House of Representatives an analytical report on any legislation proposing new or expanded services by the state with estimates of any costs which may be involved;

(8) prepare and submit to the finance committee of the House of Representatives analytical reports on all proposed state bond issues with estimates of debt service and operating costs involved;

(9) prepare and submit reports on any aspect of the state government or its finances which the finance committee of the House of Representatives may require

Suggested Reading for Instructor.

Book G. Page 89-101

Book F. Page 70-86

Book P. State Constitution Artcile V. and VI. and amendments thereto

Book C. For terms that need defining

Book Q.

Book R.

Book E.

Subject IX Hours 1½

Topic *The Need and Effectiveness of the Lobbyist Pressure Groups*

Suggestions to the Instructor:

If the politicians have received a bad press, that accorded to lobbyists has been even worse. The very term "lobbyists" has conjured up visions of the spokesman for special interests collaring legislators in hallways and lobbies attempting to influence their votes, more often through material rather than philosophical means.

Lobbyists in reality perform a new kind of representation. They permit government in a diversified society to adapt, to communicate, to coordinate. As is pointed out by Lewis Anthony Dexter in his book, HOW ORGANIZATIONS ARE REPRESENTED IN WASHINGTON, "they are exercising nothing more than a special, intensive exercise of the right of petition."

Government benefits from the detailed studies of particular pieces of legislation and subject areas which they provide.

In Rhode Island, not only is labor's influence a vitally important element in the legislature but—more importantly to legislators and other politicians—labor counts in elections. It would be wrong to say that labor unions get anything they want—yet in the long run labor's political effectiveness in the state has been great enough to give it some of the most liberal labor legislation in the country.

Suggested Reading for Instructor.
Book G. Page 86
Book O. Page 221 Pressure politics
Book C. For terms that need defining

Subject IX Hours 1½

Topic *Lobbyist — Pressure Groups*
The Need and Effectiveness of the Lobbyist

The lobbyist as seen through the eyes of the educator
by professor .....
What they do — by a lobbyist
How they help — by a lobbyist

Pressure Groups
By a university professor who teaches labor relations
Practical application of labor relations
AFL-CIO — Secretary
State Labor Director
Seminar Open for Discussion and Questions:

Subject IX

QUESTIONS.

Suggested Questions to Stimulate Discussion:

1. What are the advantages of a lobbyist?

2. Does the lobbyist serve a useful service to the individual legislator?

3. Is there a problem in lobbying of conflict of interests?

4. Is there an abuse of the lobbying privilege?

5. What economic and social interests seem to be most strongly entrenched in this state?

6. Which are most vulnerable?

7. What pressure groups are most active and effective?

8. To what extent are the pressure groups regulated by state law?

Subject X Hours 1½

Topic *Executive Department*

Suggestions to the Instructor:

Although the states may differ widely in the traditions and their activities, in every case a Governor is provided to serve as head of the Executive Branch of the government.

The Governor has heavy demands made upon his time and energy, and unless he withdraws himself from society, he is likely to be on the go from morning until night every day of the week.

The major functions of the Governor are as follows: (1) making of appointments and removals, (2) supervision of administration (3) Overseeing of financial matters (4) granting of pardons and paroles (5) legislative leadership control (6) military authority and (7) relations with the national government and other states.

State constitutions follow the national constitution in requiring legislative action before public funds can be spent, hence it is often said that the purse strings are are in the hands of the legislature. There is a great deal more to state finance than merely passing appropriation and revenue measures. However, if there is to be order rather than chaos some provision must be made for preparing a budget; after the legislature has authorized expenditures and gone home, an efficient financial system erquires a considerable amount of supervision to see that the provisions of the budget are observed.

Our state's General Laws provide that it is the responsibility of the Governor to prepare his budget and submit it to the House of Representatives, where it is sent to the House Finance Committee. The Governor must also provide funds to finance that budget by some form of tax program.

Lieutenant Governor:

The Lieutenant Governor is chosen in the same manner and must possess the same general qualifications of the Governor. It might be supposed from the title that he would be charged with assisting the chief executive, but this is not the actual situation in most instances. The Lieutenant Governor succeeds to the post of Governor in cases where the person elected to that position dies or is entirely incapactiated; he may take over the responsibilities of the office temporarily if the chief executive has to absent himself from the state for any purpose though this is not always the case.

The chief function of the Lieutenant Governor is to serve as presiding officer of the Senate, and hence he is ordinarily occupied in public duties only during the session and at other times during the year for short periods.

Suggested Reading for Instructor:

Book R.

Book Q.

Book O. For terms that need defining.

Subject X Hours 1½

The roll of the Executive Department in State Government. by professor .....

What function it plays — and what duties are assigned to it.

by The Governor's Office — by Governor or designee

The Lieutenant Governor's Office — by Lieutenant Governor

Secretary of State — by Secretary of State

Attorney General's Office — by Attorney General

Other Departments Appointed by Governor:

Executive Department
Department of Administration
Department of Business Regulation
Department of Community Affairs
Department of Education
Department of Employment Security
Department of Health
Department of Labor
Department of Mental Health, Retardation and Hospitals
Department of Natural Resources
Department of Social and Rehabilative Services
Department of State Library Services
Board of Elections
Personnel Appeal Board
State Auditorium Commission
Department of Transportation

Seminar Open for Discussion and Questions:

Subject X

QUESTIONS.

Suggested Questions to Stimulate Discussion:

1. Can the Governor commit the State Government to major policies and decisions without the consent of the legislature?

2. Can the Governor's role be considered alone? Or is his position tied in a set of relationships to other posts of the governmental and political system.

3. Does the Governor have an advantage over the legislature in that being elected by the whole state he may speak for the whole state?

4. Would a four year term for the Governor give him a better chance to develop his policy leadership out of

his experience and to formulate his ideas about administration better?

5. The Governor, being elected at state level, does he ever play an important roll on a national level?

6. Should the Lieutenant Governor play more of a roll in State Government?

7. Should his job be a full time job the same as the Governor?

8. What part does the Governor have in formulating state policies?

9. What are the functions of and the duties of the Secretary of State?

10. Should the Secretary of State be an appointive office rather than elective office.

11. Should Governor and Lieutenant Governor be grouped as one on ballot?

Subject XI Hours 1½

Topic *Judicial Department*

Suggestions to the Instructor:

Rosco Pound in his classic introduction to the Philosophy of Law enumerated four "ends of the law" which were not necessarily consistent with one another. These ends were (1) to keep peace in a given society, (2) to uphold the social status quo and maintain general security through the security of social institutions, (3) to make possible the maximum of individual free self-assertion, and (4) to make possible the satisfaction of wants." Evaluation of any particular legal system depends in large part upon the relationships between the system's objectives and the functions it performs in practice. Evaluation may hinge also upon the social class, status, or income of the observer, for courts present different faces to differently situated viewers."

How important are state courts in delineating the law? Two facts are basic. The first is that, in the complex system of government we adopted, most questions of private law were left to the states. The national government had almost no part in establishing or developing the law of property, contracts, wills, personal injury, or damages. The second is that within the states it was often the courts rather than the legislatures that actually formulated such law.

For the scope of judicial power, state and federal, reference is made to the historic opinion in Baker vs. Carr in 1962.

Three myths have remained prevalent over the years in the folklore of the judicial process. One is that the roles of judges is confined to finding the law and that they have no power to formulate policy or to exercise personal discretion in disposing of cases before them.

The second myth, the antithesis of the first, is that judges are all-powerful in the forumlation of policy.

The third myth of the judicial process, the myth of efficacy, which is more harmful than either of the first two. This myth assumes that knowledge about what the law is tells us also how people will behave.

The analyst who surmounts these myths of the judicial process still has much to learn about the HOW and WHY of judicial policy making. For recognizing that judges are all-powerful in the formulation of policy.
develop new policies while observing the tradition of adhering to precedent and that they need the existence of a consensus or the potentiality for coercion if their decisions are to be effective does not explain HOW they make policy or WHY courts rather than legislatures have been the sources of specific policies.

State courts are bound by the constitution of the United States and of their respective states which they take an oath to uphold. They must take into account the laws passed by Congress inasmuch as a federal statute takes precedence over state enactment . . . most of the cases which a state court has to decide involve the statutory law of the state, common law, or equity. Occasionally executive orders issued by the Governor may apply and it is at least conceivable that the provisions of an interstate compact might come up for application in a certain case.

Suggested Reading and Reference for Instructor.
Book Q.
Book R.
Book O. For legislative terms that may need defining.

Subject XI Hours 1½

Topic *Judicial Department*

Theory of the Judicial System and Explanation by one of the professors. The makeup of courts in the state.

1. Supreme Court
2. Superior Court
3. District Court
4. Probate Courts

by Professor .....

Practical application of the Judiciary and its functions in State Government.

by one of the Justices of the Court

Seminar Open for Discussion and Questions:

Subject XI

QUESTIONS.

1. What is the scope of state judicial power today?
2. Has the expansion of the federal judiciary materially inpaired or restricted the power of state and local courts to resolve social, economic, and political conflicts arising within their state?
3. How do judges decide cases?
4. How much discretion do they have?
5. Are cases resolved speedily or do congested court calendars produce delays resulting in denials of justice?
6. What steps can be taken to enhance fairness, equality, and speed in judicial administration?
7. What has Rhode Island done?
8. What are the goals, strengths, and limitations of courts as mechanisms for social control?
9. Could some functions traditionally performed by courts be transferred to other agencies for more efficacious and expert disposition?
10. Are judges part of the political machine?
11. Can courts be wholly independent of politics?
12. Are judges appointed or elected in Rhode Island?

Subject XII Hours 1½

Topic *State Legislatures — Reform and their Future*

Suggestions to the Instructor:

Important changes are taking place in state legislatures. Since 1965, the procedure of meeting in general session annually has been adopted by 34 states, codes of ethics have been adopted or strengthened in 17 states, formal studies of rule changes have been conducted in thirty-four states, legislative compensation has been increased in 40 states, and new legislative facilities have been approved in seven states.

Many legislatures, however, are still operating under inefficient and sometimes archaic conditions. Even in states which have made changes there is more that can be done. The alternative to upgrading the legislatures is the abandonment of our system of decentration of authority at the federal level.

There is a limited amount to time in which to bring about a full transformation in the quality and effectiveness of state legislatures.

The well-being of our nation depends to a great extent upon providing state legislatures with the opportunity to develop an effective response to the increasing challenges of today's world.

Suggested Reading for Instructor:
Book F. Pages 154-161
Book M. Pages 1-9
Book I. Pages 1-20

Subject XII Hours 1½

Topic *State Legislatures — Reform and their Future*

The future importance of state legislatures
Avenues to change
Reform
Models for chance
bi-cameral legislature
uni-cameral legislature
by Professor .....

Legislative Modernization
Constituted aspects
Legislative procedure
The changing needs of legislators
The legislature and its public relations
Legislative staffing and research facilities

Modernizing state government
A look at the need
Utilizing the public resources of the states
Suggested courses of state action
Suggested courses of local action

How to get the job done
Sources of information
Suggestions for procedure
Speaker .....

Seminar Open for Discussion:

Subject XII

QUESTIONS.

Suggested Questions to Stimulate Discussion:

1. Would it be necessary to change the Constitution to improve the legislature, for instance, by adopting the Model State Constitution?

2. What specific change is recommended in the Model State Constitution?

3. What are the changes most important to the legislature?

4. Is improved staff necessary in Rhode Island?

5. What services can be improved in Rhode Island?

6. Is there adequate space for the legislature?

7. How can Rhode Island get an increase in salary for the legislature?

8. Are our sessions long enough? a. What alternatives could be suggested to present sessions in regard to number of days?

9. How can the moral and spirit of the legislature be improved?

10. Should the term of office be changed from two to four years?

11. How should full time employees of the legislature be appointed?
a. as a political patronage job
b. on merit

12. The committees having been reduced to six — could improvement be made — by having both a majority and minority legal and research staff for each committee?

13. Should pre-filing of bills be considered in Rhode Island?

14. Electronic voting is desirable, why has it not been adopted in Rhode Island?

15. What other electronic devices could help to improve the legislature?

GENERAL SUGGESTIONS TO INSTRUCTOR

Introduction.

The task of instruction is at once challenging and might even be frustrating. The great majority of the interns come with an insistent desire to learn and since they come from different colleges and universities, their backgrounds and their educational outlook will be different and they will have had no practical experience.

Mental Attitude.

The attitudes of both the instructor and the interns are very important to the amount and quality of the results obtained in the intern program. Don't begin to apologize from the first. If you preface your initial instruction with, "I'm not much good at this," or "I'm new at this business," etc., the interns are likely to adopt a similar attitude. Don't forget, they might believe you, and thus expect nothing from the intern program. Remember you have important EXPERIENCE and perhaps training — you have a great deal to offer, otherwise you would not have been selected as an instructor.

Orient your instruction to the practical, tangible things of State Government, the theoretical side they will already have had at the University.

Objectives.

There are certain objectives that we hope to accomplish as a result of this intern program. Don't keep these a secret; let the interns in on them.

Think the objectives for each subject through carefully. Interns will also have objectives. Each intern is here for a reason. He has ambitions which this program may help him attain. He has questions for which he hopes to find answers. You need to discover why interns decided to be involved in the program and what they hope to achieve as a result.

Learning Process.

Your instruction will be improved if you understand something of the process by which people learn. Certain conditions are inevitable and essential to desirable learning. Some of the more important are described below.

1. Learning is individual and personal. Even though you deal with a group, remember each learns by himself in his own way.

2. Learning is an active process. Interns cannot master the content of your instruction without actively dealing with the ideas and concepts, using the facts and information and applying them in a practical way.

3. Learning depends upon past experience. The learning will have meaning only as you are able to join the interns classroom material with practical experience.

4. Learning is concerned with purposes. Both the instructor and the intern have purposes or goals; however, the interns' purposes are more important to the actual learning effort than those of the instructor. It is important to remember that interns' questions, puzzlements, and problems are far more important to their maximum learning than the instructors questions. Don't answer the questions or problems too soon, you might actually prevent interns from solving problems by providing the answer too soon.

5. The instructor is a guide. The essential relationship of the instructor to the intern is that of a guide to the practical application of what he has already learned.

Bridges to Reality.

For the interns you must provide bridges between the work of the classroom and the practical reality of political life. This can be accomplished by bringing into your course of instruction exhibits of such things as General Laws, Bills, Resolutions, etc. They should have actual contact with the Governor, Leaders and Judges. Also draw upon your own wide personal experience for illustrations and examples.

Suggestions.

In the first meeting of the interns it might be wise to have the interns introduce themselves and tell something about themselves, especially any experiences related to the intern program and their reasons for enrolling.

This will usually give you a quick and sketchy appraisal of the intern group. Or if it seems wise you could have them fill out personal data sheets for the same purpose.

Lecture vs Discussion.

Experience has shown that the lecture method is likely to be more efficient in time but may be less efficient in learning. It will be more relaxing for the interns to drowse while you drone. Nevertheless, the lecture is a legitimate and valuable method of instruction, if used with an understanding of its limitations.

We would suggest that the program be set up with lecture and discussion on each topic.

Discussion will secure more intern involvement. The instructor must establish a climate which is permissive and relaxed enough that the interns will feel free to offer questions, comments and opinions.

Good discussions depend upon provocative, stimulating questions and topics which are related to real practical applications and experiences.

When instructors operate as discussion leaders, they must be able to assist the orderly movement of the discussion, screen out the non-pertinent or diversionary comments, stimulate anew when things bog down, foster wide participation and summarize.

A frustrating problem is the unresponsive group. Actually the fault may be at least partially yours. You may

be moving too fast. Or you may have set the discussion too abstractly. That is, the interns may not see the practical implications of the topic.

Successful instructors do not leave discussion to chance.

They carefully provide the necessary climate, work hard to construct topics which are stimulating and continually strive to improve discussion leader skills.

Conclusions:

This guide does not pretend to be a complete treatment in such a short space, however, it seeks to apply some of the established principles of instruction and learning to such problems and it attempts to stimulate instructors to examine critically their instructional practices.

SUGGESTED READING MATERIAL

A. "KNOW YOUR GOVERNMENT"
by Legislative Council

B. "UNDERSTANDING YOUR LEGISLATOR"
by Legislative Council

C. "GLOSSARY OF LEGISLATIVE TERMS"
by Legislative Council

D. "TERMS OF OFFICE OF ELECTED OFFICIALS"
by Legislative Council

E. "FISCAL NOTES"
by Legislative Council

F. "STATE LEGISLATURES IN AMERICAN POLITICS"
by Alexander Heard
The New England Assembly Sept. 10-13-1967

G. "STATE LEGISLATURES IN NEW ENGLAND POLITICS"
The New England Center for Continuing Education

H. "MODERNIZING STATE GOVERNMENT"
Committee for Economic Development
Statement by the research and policy committee July 1967

I. "MODERNIZING STATE GOVERNMENT"
Chamber of Commerce of the United States 1967

J. "COMPELATION OF RECOMMENDATIONS PERTAINING TO LEGISLATIVE IMPROVEMENT IN THE FIFTY STATES"
Citizens Conference on State Legislatures April 1967

K. "STATE CONSTITUTIONAL PROVISIONS AFFECTING LEGISLATURES"
Citizens Conference on State Legislatures Research Report May 1967

L. "LEGISLATIVE INVESTIGATIONS—A SURVEY AND RECOMMENDATION"
National Legislative Conference Committee on Legislative Rules Council of State Government 1968

M. "LEGISLATIVE MODERNIZATION"
A Report of the Committee on Legislative Modernization of the Council on State Governments

N. "STRENGTHENING THE RHODE ISLAND LEGISLATURE"
by Charles Tantillo
An Eagleton Study and Report

O. "NEW ENGLAND STATE POLITICS"
by Diane Lockard

P. "RHODE ISLAND MANUAL"

Q. "GOVERNMENT-POLITICS IN THE UNITED STATES"
by Zink

R. "THE 50 STATES AND THEIR LOCAL GOVERNMENTS"
by James W. Fesler 1967 Knopf, N.Y.

SUGGESTED READING FOR STUDY AND RESEARCH

WORKS USED FOR READING ASSIGNMENTS IN INTRODUCTORY, INTERMEDIATE, AND ADVANCED COURSES IN STATE AND LOCAL GOVERNMENT AND INTERGOVERNMENTAL RELATIONS*

(Ten Most Frequently Mentioned Works)

Introductory Course

1. Burns, James M., and Jack W. Peltason. *Government by the People*. 6th ed. New York; Prentice Hall, Inc., 1966.
2. Maddox, Russell W., and Robert F. Fugay. *State and Local Governments*. Princeton, N. J.: Van Nostrand Press, 1962.
3. Adrian, Charles R. *State and Local Governments*. New York: McGraw-Hill Book Company, 1960.
4. Morlan, Robert L. *Capitol Courthouse, and ity Hall*: Read-*in American State and Local Government*. 3rd ed. Boston: Houghton Mifflin Company, 1966.
5. Mitau, G. Theodore. *State and Local Government: Politics and Processes*. New York: Charles Scribner's Sons, 1966.
6. Snider, Clyde F., and S. K. Grove. *American State and Local Government*. New York: Appleton-Century-Crofts, 1965.
7. Ogg, Frederick A., and R. Orman Ray. *Essentials of American National Government*, 9th ed. ed. William H. Young, Appleton-Century-Crofts, 1963.
8. Redford, Emmette S., David B. Truman, Alan F. Westin, and Robert C. Wood. *Politics and Government in the United States*. New York: Harcourt, Brace, and World, Inc., 1965.

*Advisory Commission on Intergovernmental Relations March 1969 — An Information Report M-44.

9. Ferguson, John H., and Dean F. McHenry. *Elements of American Government*. 4th ed. New York: McGraw-Hill Book Company, 1964.
10. Fesler, James W., ed. *The 50 States and Their Local Governments*. New York: Alfred A. Knopf, Inc., 1967.

State Local Government

1. Adrian, Charles R. *State and Local Governments*. New York: McGraw-Hill Book Company, 1960.
2. Mitau, G. Theodore. *State and Local Government: Politics and Processes*. New York: Charles Scribner's Sons, 1966.
3. Lockard, Duane. *The Politics of State and Local Government*. New York: The Macmillan Company, 1963.
4. Snider, Clyde F., and S. K. Gove. *American State and Local Government*. New York: Appleton-Century-Crofts, 1965.
5. Fesler, James W., ed. *The 50 States and Their Local Governments*. New York: Alfred A. Knopf, Inc., 1967.
6. Banfield, Edward C., and James Q. Wilson. *City Politics*. Cambridge: Harvard University Press, 1965.
7. Elazar, Daniel J. *American Federalism: A View From the State*. New York: Thomas Y. Crowell Company, 1966.
8. Morlan, Robert L. *Capitol Courthouse, and City Hall: Readings in American State and Local Government*. Boston: Houghton Mifflin Company, 1966.
9. Maddox, Russell W., and Robert F. Fugay. *State and Local Governments*. Princeton, N. J.: Van Nostrand Press, 1962.

State Government

1. Jacob, Herbert, and Kenneth N. Vines, eds. *Politics in the American States*. Boston: Little, Brown, and Company, 1965.
2. Fesler, James W., ed. *The 50 States and Their Local Governments*. New York: Alfred A. Knopf, Inc., 1967.
3. Crew, Robert E., Jr. *State Politics: Readings on Political Behavior*. Belmont Cal.: Wadsworth Publishing Company, Inc., 1966.
4. Committee for Economic Development. *Modernizing State Government*. New York: Committee for Economic Development, July, 1967.

5. Lockard, Duane. *The Politics of State and Local Government*. New York: The Macmillan Company, 1963.

6. Mitau, G. Theodore. *State and Local Government: Politics and Processes*. New York: Charles Scribner's Sons, 1966.

7. Maddox, Russell W., and Robert F. Fugay. *State and Local Governments*. Princeton, N. J.: Van Nostrand Press, 1962.

8. Heard, Alexander, ed. *State Legislatures in American Politics*. Edgewood Cliffs, N. J.: Prentice-Hall, Inc., 1966.

9. Munger, Frank, ed. *American State Politics: Reading for Comparative Analysis*. New York: Thomas Y. Crowell Company, 1966.

10. Elazar, Daniel J. *American Federalism: A View From the States*. New York: Thomas Y. Crowell Company, 1966.

Local Government

1. Adrian, Charles R., and Charles Press. *Governing Urban America*. 3rd ed. New York: McGraw-Hill Book Company, Inc., 1968.

2. Banfield, Edward C., and James Q. Wilson. *City Politics*. Cambridge: Harvard University Press, 1965.

3. Bollens, John C., and Henry J. Schmandt. *The Metropolis: Its People, Politics, and Economic Life*. New York: Harper and Row, Publishers, 1965.

4. Dahl, Robert A. *Who overns? Democracy and Power in an American City*. New Haven: Yale University Press, 1961.

5. Williams, Oliver P., and Charles Press, eds. *Democracy in Urban America*. Chicago: Rand McNally and Company, 1961.

6. Blair, George S. *American Local Government*. New York: Harper and Row, 1964.

7. Danielson, Michael N., ed. *Metropolitan Politics: A Reader*. Boston: Little, Brown and Company, 1966.

8. Banfield, Edward C., ed. *Urban Government: A Reader in Politics and Administration*. New York: The Free Press of Glencoe, Inc., 1961.

9. Coulter, Phillip B., ed. *Politics of Metropolitan Areas: Selected Readings*. New York: Thomas Y. Crowell Company, 1967.

10. Greer, Scott. *Governing the Metropolis*. New York: John Wiley and Sons, Inc., 1962.

Intergovernmental Relations

1. Elazar, Daniel J. *American Federalism: A View From the States*. New York: Thomas Y. Crowell Company, 1966.

2. Graves, W. Booke. *American Intergovernmental Relations: Their Origins, Historical Development, and Current Status*. New York: Charles Scribner's Sons, 1964.

3. Goldwin, Robert A., ed. *A Nation of States: Essays on the American Federal System*. Chicago: Rand McNally and Company, 1963.

4. Bollens, John C., and Henry J. Schmandt. *The Metropolis: Its People, Politics, and Economic Life*. New York: Harper and Row, Publishers, 1965.

5. Wildavsky, Aaron, ed. *American Federalism in Perspective*. Boston: Little, Brown and Company, 1967.

6. Riker, William H. *Federalism: Origin, Operation, Significance*. Boston: Little, Brown and Company, 1964.

7. Wheare, K. C. *Federal Government*. London: Oxford University Press, 1953.

8. Martin, Rascoe, C. *The Cities and the Federal System*. New York: Atherton Press, 1965.

9. Greene, Lee S., and G. S. Parthemos. *American Government: Policies and Functions*. New York: Charles Scribner's Sons, 1967.

10. Ebenstein, William, C. Herman Pritchett, Henry A. Turner, and Dean Mann. *American Democracy in World Perspective*. New York: Harper and Row, Publishers, 1966.

APPENDIX I

AN EVALUATION OF THE RHODE ISLAND INTERNSHIP PROGRAM AND A THESIS RESEARCH PROPOSAL

by Edward G. Warren
Political Science 294
Dr. Cornwell

The Rhode Island State Government Internship Program is a well intentioned effort by the Rhode Island Legislature to inform college students of its method of operation. Unfortunately, from an educational standpoint it suffers from a lack of academic perspective and coordination of subject material. While the 1970 procedures were, I understand, much more organized than ever before, there is still room for improvement. In this short critique I shall discuss both the 1970 program and suggestions for the revision of the internship course in future years.

The 1970 *Format*

As set up for 1970, the internship program consisted of ten or eleven lecures given on Monday afternoons between 3 and 5 P.M. In addition to these group meetings, each student was assigned as an intern to a member of the legislature, a legislative committee, or to an executive office.

The Meetings:

The Monday afternoon sessions were the core of the program; most were good, while some others were poor. The key ingredient in the sessions was the perception of the level of the students' knowledge on the part of the guest speaker. The more knowledgeable the speaker, the better he understood the nature of today's students. For example, those sessions in which the interns were addresed by the Governor, representatives of the news media, or state party chairmen proved to be the most valuable. On other occasions, the speakers were partisan, inarticulate, and defensively argumentative. There was a noticeable "generation gap" in several instances and, one could say, an "academic gap" when speakers repeatedly made the same basic statements about the structure — not the functioning of state government. Since the format of each session (one academic speaker for 15 minutes and two politicians for 15 minutes each) did not vary, often the same examples were cited over and over again. After the first three or four sessions in which the leading politicians, media men, labor leaders, etc. spoke the talks became monotonous through repetition.

In all sessions but particularly those near the end of the semester, the question and answer period was the most productive segment. Perceptive questions were often answered in an effective common sense fashion, but at other times speakers were evasive and prone to offer platitudes. Some speakers seemed to want to protect the "innocence" of the students by not stating openly the ways in which practical politics is carried out at the state house. This became increasingly irksome to the students for as the semester progressed all realized that state house politics was by no means virtuous or idealistic. Yet many speakers were unable to recognize the awareness of their audience. While the student-interns were interested in learning how the legislature really operated, some of the legislators seemed unwilling to discuss anything but the theoretical aspects of state government.

The one man who above all maintained his rapport with the students was Oliver Thompson. As moderator he was superb and the brief insights he gave to the students at the end of a lecture often were more significant and certainly much more straight forward than the remarks of the non-academic guest lecturers. Mr. Thompson's wide experience in the operation of the legislature and his keen interest in studying methods for the improvement of state legislatures in general, made him an invaluable part of the internship program.

As for the actual "intern" aspects of the program, the results varied widely. Some students were ignored for the most part by their sponsors; at best they were an annoying responsibility to their legislators. Many interns complained of being given little to do. This was not due to a lack of interest by legislators, but rather because much of the work of some legislators (i.e. party leaders, committee chairmen, etc.) simply cannot be delegated. Students in this situation had few real responsibilities. Their "internship" consisted of observing and perhaps talking on occasion with their sponsor about his duties. In contrast, full-time state employees who served as sponsors — like Mr. DeNuccio, Advisor to the House Finance Committee — could devote a good deal of time and effort to the education of their student-interns. Thus for some students the program was quite successful while for others it was boring, and marked by a declining interest at the end of the semester.

As for my own participation in the internship program, I was fortunate to work with the Legislative

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Council. Since there was much activity and a large staff in this office I was able to be of assistance in several research projects and in the collection of data for publications of the Legislative Council. Beyond this, however, I was not tied down to working with just one man. I worked with several people and had numerous rewarding conversations with other members of the Council's legal staff. The varied knowledge I gained of the functioning of state government was the result of working in an office of this type, an experience few of the other student-interns had.

Recommendations for Future Years

Essentially then the problem for the internship program is to eliminate inconsistencies and coordinate a more effective use of the potential resources at the statehouse. To accomplish this goal the format of the internship program must be reconstructed. Accordingly the following recommendations are made:

1) More effort should be made in selecting those leaders in state government for guest lecturers who, as articulate speakers, demonstrate an awareness of the purposes of the internship program, The internship program would be strengthened if there were fewer, but better, guest speakers; those, however, who were chosen would have a longer time period in which to speak and hopefully more in depth discussions would be stimulated.

2) The format of the Monday sessions should be changed so that on certain occasions there would be solely academic lecturers while on others only public officials. The discussions would be more frank if each group of lecturers (academic or political) did not feel inhibited by the presence of representatives of the other group.

3) Perhaps the natural tendency of politicians currently in office to answer questions in a guarded manner, would be offset by inviting men who have held previously important positions in state government. For example, former Governors Roberts, Del Sesto, and Notte might feel less reticent in discussing how a governor attempts to resolve difficult problems than would a presently serving governor. Certainly, participation in the internship program by past leaders would familiarize the current interns with recent trends in Rhode Island's political history.

4) In accordance with this previous suggestion, it would be advisable to expand the role of the moderator, Oliver Thompson. He should on several occasions function as a seminar leader without the presence of other speakers. During these sessions students could evaluate freely the knowledge gained at previous Monday sessions in which government officials, interest group leaders, or media representatives had participated. Such a set up would permit more open discussion among the students themselves.

5) The tape recording of each 1970 session was a nuisance, entirely unnecessary, and a factor which inhibited guest speakers. Despite reassurances, many guests seemed afraid that their remarks might appear as banner headlines in the *Providence Journal* the next morning. This practice should be eliminated.

6) During the 1970 session some student-interns were allowed into the Republican caucus and into some committee meetings at the discretion of the chairman. Where possible this practice should be expanded in the future so that more interns can gain access to the decision making centers of the legislatures.

7) The 1970 program would have been significantly improved if students had been given moderate reading assignments in the week prior to a lecture on a given subject. Therefore, for 1971 it would be advisable to set up a reading list for the interns. This would give the less sophisticated student a greater understanding of the topics under discussion. Since there was a wide disparity in the academic backgrounds of the students participating in the intern program, reading assignments would be a useful and unifying factor.

8) For the more advanced student-intern participation in a special project for a branch of state government might give more sense of purpose to the program. For example, the Legislative Council or a state agency like the Department of Community Affairs might be able to use three or four interns working together on a special project. In my own office, the Legislative Council, the assignment of two or three more interns might have led to the establishment of a research committee designed to produce another pamphlet in the "Know Your Government" series published by the Council. In the last couple of years the Council's activities in this area have been relatively dormant. A research effort carried out by student-interns under the supervision of the Council staff could have made a significant contribution. Similar projects in other state offices would be not only of service to Rhode Island but would give more espirit de corps to the interns themselves. Perhaps some of the negativism referred to earlier (caused by a lack of meaningful work during 1970) would be eliminated.

9) At the end of the semester the interns assigned to each project should report to the whole group in a Monday session designed to evaluate the intern program and its contributions. At this final meeting each student should be required to submit at least a two page type written analysis of the intern program and his participation in it.

In summation, the internship program would be strengthened by choosing speakers who are articulate, and

aware of the nature of the audience. The list of speakers does not have to include all persons of importance in state government. Too many speakers, and too many topics means the Monday lectures lack any central focus. It would be better to limit the number of speakers; by so doing the Monday sessions would be more valuable from an educational standpoint. Listed below is a suggested ordering of topics and method of presentation for an eleven week period:

Rhode Island State Government Internship Program 1971

Week 1 *Subject*: Introduction to the problems of state government and the political culture of New England States

Speakers: Two academic lecturers allotted 45 minutes each; the remaining half hour to be devoted to a question and answer period; assignment of interns to their various sponsors.

Week 2 *Subject*: Problems of Rhode Island State Government.

Speakers: One academic lecturer and Oliver Thompson speaking for 45 minutes each. One half hour allotted for question and answer period.

Week 3 *Subject*: The role of the Rhode Island General Assembly.

Speakers: Six members of the legislative branch drawn from among the political party leaders in both houses, committee chairmen, and a representative of the staff of the Legislative Council; each speaker should address the group for fifteen minutes and the remaining half hour should be devoted to questions and answers.

Week 4 *Subject*: The role of the Executive Branch.

Speakers: The Governor and the directors of important state executive agencies and departments. One half hour devoted to question and answer period.

Week 5 *Subject*: Informal seminar among interns to evaluate information received from present office holders in Rhode Island government at the previous two lectures.

Speakers: Oliver Thompson as discussion leader joined by a former governor to analyze the current problems in Rhode Island in relation to the recent past.

Week 6 *Subject*: The Rhode Island Judicial system.

Speakers: Two academic lecturers, discussing current constitutional problems and how they have affected the functioning of the Rhode Island legal system. All interns should be advised to attend a session of Superior Court (Supreme Court if possible).

Week 7 *Subject*: Rhode Island Judges and their problems.

Speakers: A Supreme Court Judge, a Superior Court Judge, the Attorney General, and the Court Administrator should be invited to address the group. Half hour should be allotted for a question and answer period.

Week 8 *Subject*: Interest Groups and Lobbies in Rhode Island Politics.

Speakers: One academic lecturer and representatives of the business and labor groups. Question and Answer period.

Week 9 *Subject*: The news media and its effect on R. I. politics.

Speakers: Journalists, television and radio commentators. Question and Answer period.

Week 10 *Subject*: Informal seminar on the performance and effectiveness of government in Rhode Island.

Speakers: Oliver Thompson and one academic lecturer lead a round table discussion concerning areas in which reform is needed and the prospects for change in the Rhode Island Constitution.

Week 11 *Subject*: Reports of the special project committees delivered to the whole group; evaluation of the internship program by the participants and suggestions for improvements in future years. Two page individual reports due at this session.

If some of the previously mentioned recommendations were implemented by the Internship Commission perhaps more Rhode Island colleges would permit participating students to receive academic credit for their work. Not only would this be an incentive for students of higher caliber to become interns but it would mean that Rhode Island's program would be one of the mo progressive in the nation.

Name ..... S.S. # .....
College Address and Telephone .....

Home Address and Telephone .....

Year of Graduation ..... Major ..... Minor .....
Hours in Political Science or Related Areas .....Overall Grade Point Average .....
In what activities have you participated that would be pertinent to your selection as an intern? (Both on campus and off campus)

Indicate your preference of department of Government on assignment .....
.....Academic honors and awards .....

Nominated and recommended by ..... Letter attached
List the names and addresses of at least two references that you are requesting to write a letter of recommendation in your behalf. (Letters should be sent to the Chairman of Rhode Island Government Internship Program, c/o Room 326 State House, Providence, Rhode Island.)
1. .....
2. .....
An interview may be required.
On a separate piece of paper, in a brief paragraph or two explain why you would like to participate in this program. Describe briefly your future plans upon graduation from college.

CLASS SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 9:00					
9:00 - 10:00					
10:00 - 11:00					
11:00 - 12:00					
12:00 - 1:00					
1:00 - 2:00					
2:00 - 3:00					
3:00 - 4:00					
4:00 - 5:00					
5:00 - 6:00					

Please X those periods when you have classes or other commitments.

APPENDIX II

opportunities
for
experience and
research in the
governmental
process in the
state of
rhode island

Rhode Island State Government Internship Program

For The Seventies

cooperating
institutions

Barrington College
Brown University
Bryant College
Johnson & Wales College
Mt. St. Joseph College
Providence College
Rhode Island College
Rhode Island Junior College
Rhode Island School of Design
Roger Williams College
Salve Regina College
University of Rhode Island
Vernon Court Junior College

High Schools of the State

STATE GOVERNMENT INTERNSHIPS

ELIGIBILITY: The program is designed primarily for, but not limited to, college and university students who expect to pursue carriers in Law, Government, College Teaching, Journalism and Public Service. Applicants must be enrolled in one of the accredited colleges and universities of the State of Rhode Island.

A selected program for high school students is also provided on a non-stipend basis.

PROGRAM: Twenty or thirty internships are available each year. Interns will devote two afternoons each week and attend a weekly seminar held on Monday afternoons from 3 P.M. to 4:30 P.M. for a twelve week period.

ASSIGNMENTS: Interns will be assigned to members of the Executive, Legislative and Judicial Departments of the State.

ACADEMIC STANDING: The intern will be a student at one of the accredited colleges or universities of the State. While the decision to give academic credit for the internship will be determined by each institution, most of the participating institutions do give credit.

SEMINARS: A basic aspect of the program will be a seminar held each Monday afternoon, for the duration of the internship program. Seminars will be held under the direction of the Faculty Advisor and the Administrative Assistant to the Joint Committee on Legislative Affairs in his capacity as secretariat to the Commission.

The seminars will be devoted to the Governmental process — The Executive, Legislative and Judicial Departments. The Governor, Legislators, Judges, Lobbyists, faculty members and journalists will be invited to meet with the students. Round table discussions between guests and students is anticipated.

THE PROGRAM

The Rhode Island Government Internship Program was initiated in 1967. Legislation to augment the program was passed in 1969.

The purpose of the program shall be —

> To enable students to develop knowledge of the structure and procedures of State Government in order to encourage them to take an active part in the civic life of the State and to further encourage them to enter governmental service.

The program is a joint effort involving the State Legislature and the participating institutions of higher education.

The program is administered by a bipartisan commission consisting of nine members, three of whom shall be from the House of Representatives, three from the Senate (not more than two shall be from the same political party), three appointed by the Governor.

The commission cooperates with an academic committee on interns consisting of one member from each Political Science Department of the participating institutions.

STIPEND: College interns receive a stipend of $100 and serve for a 12 week period during the fall and spring semesters.

Interns will be placed in various branches of Government with the Governor's office, the Legislature and the Judiciary as well as other administrative offices.

COMMISSION

Rep. Robert J. McKenna, Chairman
Prof. Elmer Cornwell, Jr., Vice Chairman
Rep. Lucille A. Love, Secretary
Sen. Albert A. Cappelli
Sen. John P. Hawkins
Sen. Thomas H. Needham
Rep. Henry W. Pacheco
Mr. Arthur English
Mr. Donald F. Shea
Dr. Victor F. Profughi —
Chairman Academic Advisory Committee
Oliver L. Thompson, Jr., Secretariat

APPLICATION AND INFORMATION

Further information and application forms may be secured from the Departments of Political Science of the cooperating institutions, or by writing to:

Commission on State Government Internships
Room 323
State House
Providence, Rhode Island 02903

Applications for internship should be submitted by .....

Space on application is provided for the nomination and recommendation of the Program Coordinator at the College or University where applicant is studying.

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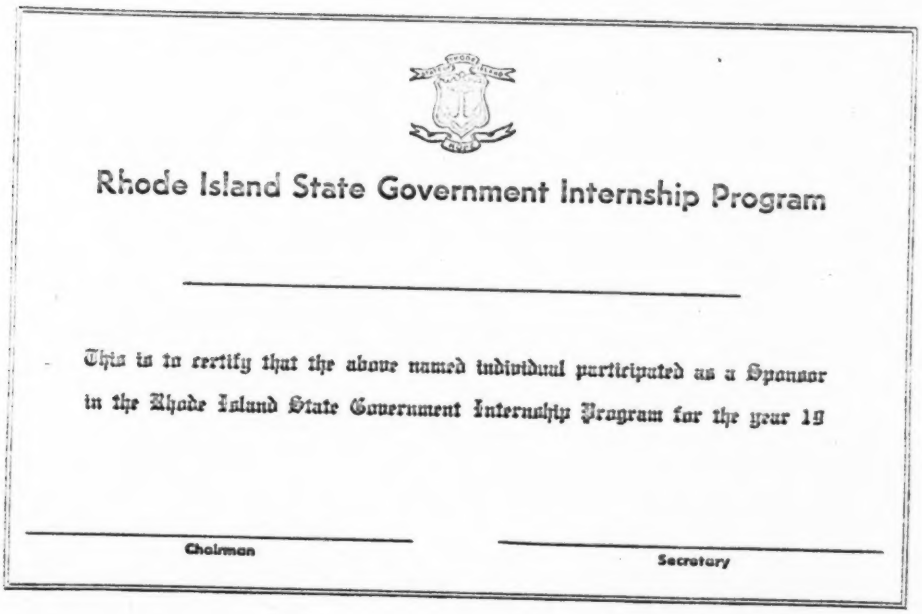
APPENDIX III

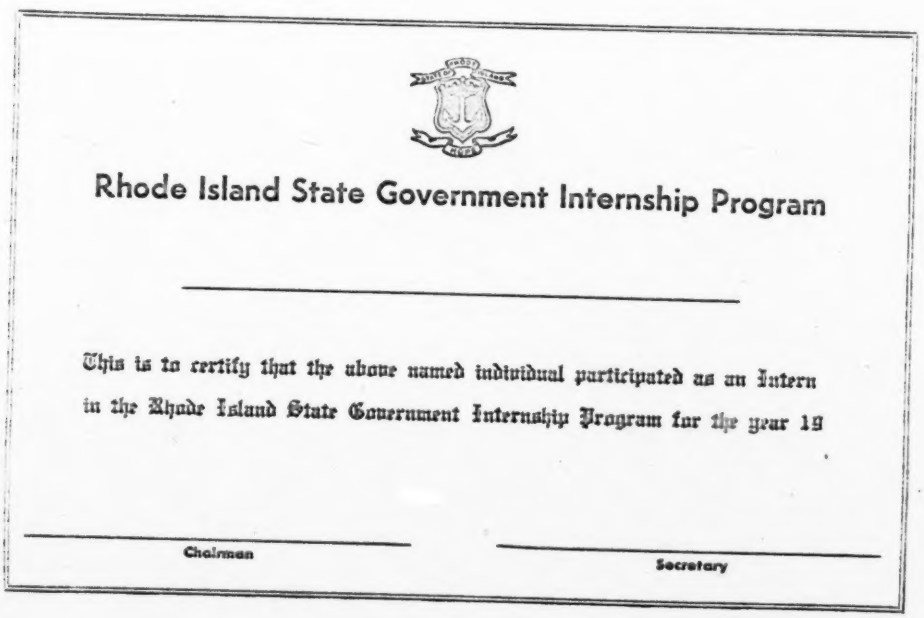


Rhode Island State Government Internship Program

This is to certify that the above named individual participated as a Sponsor in the Rhode Island State Government Internship Program for the year 19

Chairman

Secretary



Rhode Island State Government Internship Program

This is to certify that the above named individual participated as an Intern in the Rhode Island State Government Internship Program for the year 19

Chairman

Secretary

APPENDIX IV

VICTOR L. PROFUGHI

B.S. in Ed., Indiana University of Pa., Indiana Pa., 1959; M.A., University of Pittsburgh, 1963; Ph.D. University of Pittsburgh, 1967.

Associate Professor Rhode Island College, 1970 —; Director, Robert A. Taft Institute of Practical Politics.

1967-1970—Political Science Consultant, Providence, R. I. Public Schools; Academic Coordinator Rhode Island State Government Internship Program; 1966-1967—Chairman, Nonpartisan Committee for Home Rule Charter Action, Smithfield, R. I.; 1965-1966—Legislative Policy Committee, Pa. Civil Liberties Union; 1964-1966—Policy Committee, Congressman N. Neiman Craley, Pa.

APPENDIX V Comments:

Some pitfalls did arise out of the mechanical operation of the plan. The Hearing Room that we first used seemed too formal for the interns, thus we changed to a Committee Room this seemed to satisfy the interns but here again, we found that the room was too small for all the interns. Next, we moved to a room with ample capacity. This proved to be the best for we could create an informal atmosphere and group the interns. We found that the seating arrangement must be conducive to keeping attention, and provide for an informal seating arrangement.

For the purpose of distributing the lectures to the interns, we transcribed them. This proved to be a deterrent (real or imaginary) to the speakers and the interns. The feeeling was that speakers would not be free in their talks but guarded, and the interns the same with their questions, fear being that what they said would be released to the press. As a result, there will be no more taping of the intern seminars.

From the recordings we provided a manuscript of all the lecturers for use at the next intern session. This we found was good as it allowed the students to be prepared for the seminars, but it also proved to be a problem — for the intern who read the lecture it proved to be repetitious for him and thus he had a lack of interest. All he wanted to do was to ask questions. In and of itself this was good, but it proved to be a problem to the speaker who had been invited. We could hardly ask him to come and sit and say nothing (particularly if no one asked him a question). We plan to distribute these after the lecture rather than before, from now on.

The basic plan provided for one-half hour for questions. This does not seem to be adequate, so in the future, we will cut down on the time of the speakers and open up more time to the interaction between interns and speakers. During this question period the moderator must be firm and keep questions germane to the issue being discussed.

Most of the Colleges and Universities that participate in the program give academic credit; some of the changes we made from the basic plan was to accomplish a balance between the academic and experienced view point.

We have included comments by Edward G. Warren, an intern in the first intern session, after we adopted the basic plan. Comments such as his, and from all interns were instrumental in changing our format to what it is today. We have not implemented all the suggestions nor have we discarded them either.

Because our plan includes graduate, undergraduate and selected High school students, a great interest has been generated in the plan by students — to accomodate more, we plan to consider two different levels of the seminar plan.

APPENDIX VI

Biography: Oliver L. Thompson, Jr.

Oliver L. Thompson, Jr. (Ann E.), (6 children), Administrative Assistant to the Joint Committee on Legislative Affairs of the Rhode Island Legislature and Secretariat to the Rhode Island Government Internship Program is a former Legislator, and former House Minority Leader of the Rhode Island House of Representatives 1962-70.

Born in Denver, May 26, 1910, Mr. Thompson was educated at Regis Prepartory School, and attended Providence College, Massachusetts Institute of Technology, and Boston University where he was a member of Law Review and received a Juris Doctoris Degree in 1935. During World War II, he served with the Yale Medical Unit of the Army in the South Pacific for 3½ years, and returned to establish a life insurance business, followed shortly by a real estate and insurance business, Brian and Thompson, Inc., Realtors and Insurance, in Barrington, Rhode Island, a business in which he still remains active.

First elected to public office in 1948 as a Councilman in the Town of Barrington, Mr. Thompson served as a member of the Council for 4 years, and became its president for a second 4 year period. During this time, the Town of Barrington developed from a small country town to a surburban residential bedroom community, and the basic building regulations and zoning regulations vitally important to a community in transition were formulated. Tax assessments were equalized, and many of the basic principles contributing to the strong government of the Town of Barrington were revamped and reorganized.

During his term of office as President of the Town Council, Mr. Thompson was stricken with polio, and was elected to the Rhode Island House of Representatives in 1956, walking with the aid of crutches.

Basing his career in elective office on the premise that the "best politics is good government" he engaged wholeheartedly and conscientiously in the working of State Government, and quickly became a leader and favorite on both sides of the aisle. He became Deputy Minority

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Floor Leader in 1960 and became Minority Floor Leader in the House in 1962.

During the period of his leadership in the House of Representatives, Mr. Thompson served on innumerable committees and commissions in connection with House membership, notably the House Judiciary Committee, the Permanent Joint Committee on Legislative Affairs, the Legislative Council, the Commission on Interstate Cooperation, the Committee to Reapportion the House and the Senate, the Governor's Task Force to Study Judicial System, and the Joint Legislative Committee studying the operations of the General Assembly,to name a few. As a legislator and leader he was a representative to the Council of State Governments and has served on the Committee on Suggested State Legislation, the National Legislative Rules Committee, and the Committee on Interstate Cooperation. He has been a member of the Legislative Committee of the Chamber of Commerce, the Rhode Island Insurance Agents Association, and a member of its Board of Directors, the New England Mutual Agents Association, and the Greater Providence Board of Realtors, and the Rhode Island Realtors Association.

Professionally, he has been a member of the Providence Board of Realtors Board of Directors, President of the Rhode Island Association of Real Estate Boards, the Rhode Island Realtors Association, and a member of the Board of Directors of each. He has been a National Director of the National Association of Real Estate Boards, and a Member of the Realtors Washington Committee. Until 1970 he was a member, and later chairman of the East Shore Advisory Board of the Industrial National Bank of Rhode Island.

He has been president of the Bristol County Association of Insurance Agents, and a member of a wide variety of civic and social, as well as veterans associations, and is a member of St. Luke's Church in Barrington. Mr. Thompson is a popular and well known speaker on both political and professional subjects, and has written many published articles.

Since 1970, and his appointment to the position of Administrative Aide to the Legislature, Mr. Thompson has been responsible for the development of the Rhode Island Government Internship Commission, and has been an Adjunct Lecturer in Political Science at Rhode Island College. Under his tutelage, the internship program has developed into a clear cut program, along educational lines, coordinating a weekly seminar program with practical application in the various departments of State Government. The program has been recognized nationally as one of the foremost programs of its kind in the country striving to interest youth in careers in government and active participation in law-making processes. He has written and developed a basic intern plan for establishment of this kind of program.

He was recently co-author of an article on Government Internship Programs published in the Council of State Governments *State Government*, quarterly. He has spoken before the Providence Rotary Club, and participated in their Government study program as a lecturer, a Participant at the New England Regional Conference on News Media and Legislative Improvement. at the Citizens Conference on State Legislatures. He participated in the National Symposium on State Environmental Legislation, and the symposium workship on land use, in Washington, D. C. He was a participant in the Florida News Media Conference on Legislative Improvement: the Arizona Conference for Human Resources and Rehabilitation at the University of Arizona; and the New England Regional Assembly on The States and the Urban Crisis, at the Lincoln Center of the University of Massachusetts and the Robert A. Taft Institute of Government at Rhode Island College. He is a member of the National Students in Government Committee, and a member of the National Center for Public Service Programs.

He is listed in Who's Who in New England, Who's Who in American Politics, and the Dictionary of International Biography.